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Assessment of heterosocial performance : development and validation of self-report measures for men and women

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ASSESSMENT OF HETEROSOCIAL PERFORMANCE: DEVELOPMENT AND VALIDATION OF SELF-REPORT MEASURES FOR MEN AND WOMEN

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Abstract

Heterosocial cognitions, skill, and anxiety were identified as constructs which are components of heterosocial performance. Each of these constructs was defined, and Likert-scale items intended to reflect these definitions were generated. The possibility that these constructs differed for men and women was tested both consensually and statistically. Judges determined the suitability of of each item for each sex, as well as the appropriateness of each item for each construct. Items judged as belonging to the three constructs were assigned to three separate subscales of a self-report measure. The construct validity and reliability of each subscale were determined through, three administrations of the measure to groups of approximately 300 people each. Data from the first administration

used to verify what items might be gender specific and two versions of the subscales were generated from the results, one for men and one for women. Additionally, normative data were derived for men and women from the sample of people surveyed. The study was successful in the initial development and validation of two self-report instruments, one for each sex, for concurrently assessing heterosocial cognitions, skill, and anxiety with coefficient alpha ranging from .86 to .90 in the final iteration. The normative data indicated that there are few sex differences in responses to items in each of the three subscales.

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Assessment of Heterosocial Performance: Development and Validation of Self-Report Measures for Men and Women

Heterosocial functioning, dating behavior, has received widespread attention from researchers and clinicians in recent years. Researchers have proposed that adequate heterosocial performance is dependent upon actual skills in an individual's repertoire, cognitions accompanying heterosocial interactions, and anxiety experienced in such situations. In essence, heterosocial functioning is a megaconstruct (Curran & Wessberg, 1981) which encompasses these less inclusive, more specific constructs. Many researchers dealing with heterosocial performance recognize the difficulty of determining an adequate, inclusive domain of observables of this construct. As Nunnally (1978) points out, constructs are abstract variables put together by the scientist's own imagination. Concerning heterosocial functioning, this problem is evidenced by the apparent ease with which one can intuitively identify people adept or deficient in this area and the concurrent difficulty with which one can operationally identify the precise behaviors which constitute heterosocial performance deficiencies or adeptness (Eisler, 1976).

While the actual variables constituting this construct remain in question, most researchers agree that adequate heterosocial performance is evidenced specifically by the

number of dates an individual has in a given period of time, as well as the individual's satisfaction with this figure and the quality of these interactions. Heterosocial performance is further characterized by the ability to maintain relationships, as well as initiate and end interactions when desired.

The clinical relevance of extensively investigating heterosocial functioning is related to two major factors.

1. Individuals have expressed an overwhelming interest in receiving professional help for problems involving heterosocial competence. Martinson and Zerface (1970) report that college-age men have expressed more interest in receiving help for anxiety about initiating and maintaining heterosocial interactions than with career choices, academic and intellectual abilities, and personalities. Furthermore, nearly one third of a large sample of college students of both sexes reported some degree of anxiety about dating (Arkowitz, Hinton, Perl, & Himando, 1978).

2. Heterosocial inadequacy has been related to the manifestation of other maladjusted behaviors. Curran and Wessberg (1981) list sexual problems, alcohol abuse, and drug addiction as problems found to correlate with social skill deficits. Similarly, depression has been hypothesized to relate to social skill deficits (Lewinsohn, Weinstein, & Alper, 1970; Libet & Lewinsohn, 1973). Lewinsohn conceptualized social skill as an individual's

ability to emit behaviors which elicit positive reinforcement from others. Thus, as depression is sometimes defined as the absence of sufficient positive reinforcement, it follows that social skill deficits and depression would be correlated. Through his research, Lewinsohn has clearly demonstrated a relationship between measures of social skill and depression.

Theory and Treatment

There are essentially three different theories regarding heterosocial performance deficits. The first proposes that while appropriate heterosocial skills exist within the individual's behavioral repertoire, an excessive amount of social anxiety prevents these skills from being exhibited. The social anxiety itself is thought to be the result of respondent conditioning (Bandura, 1969) where previously neutral instances of heterosocial interaction have been paired with aversive stimuli such as rejection. The second theory also suggests that appropriate heterosocial skills are present within the individual's behavioral repertoire. However, in this case, cognitive variables such as negative self-evaluation, insufficient self-reinforcement, misperceptions, and unrealistic criteria hamper performance (Curran, 1977). The third theory argues that sufficient or appropriate heterosocial skills are not present in the individual's behavioral repertoire because they have not been learned (Curran, 1977).

An understanding of the determinants of heterosocial performance leads to a discussion of treatment approaches designed to modify the feelings, cognitions, and behaviors hypothesized to comprise this construct. The available therapeutic approaches to heterosocial performance problems generally correspond to each of the three theories concerning the nature of such deficits.

1. Systematic desensitization is the treatment approach associated with the conditioned anxiety theory of heterosocial performance deficits. Subjects are typically trained to engage in deep muscle relaxation (Bernstein & Borkovec, 1974), which is instituted as the subject progresses through a hierarchy of items consisting of anxiety-arousing heterosocial situations.

2. For years, systematic desensitization has been the most common behavioral treatment for anxiety reduction. However, in recent years, the efficacy of cognitive therapies has been subjected to experimental scrutiny (Bandura, 1969; Beck, 1976; Cacioppo, Glass, & Merluzzi, 1979; Craighead, Kazdin, & Mahoney, 1976; Glass, Gottman, & Shimurak, 1976; Goldfried & Davison, 1976; Kanfer & Goldstein, 1975; Mahoney, 1974; Meichenbaum, 1977; Rimm & Masters, 1974). In this therapeutic approach, maladaptive cognitions are viewed as mediators of anxiety and are thus targeted for modification. Modification procedures typically include teaching the individual alternative

cognitive responses, as well as teaching him/her to self-reinforce appropriate behaviors.

3. The third theory concerning heterosocial performance deficits suggests that anxiety is not the cause, but the result of inadequate or inappropriate heterosocial behaviors (Kanfer & Phillips, 1970). Therapies designed to correct these skill deficits employ behavioral techniques such as rehearsal, modeling, coaching, feedback, reinforcement, and homework (Twentyman & Zimering, 1979).

Despite extensive attempts to identify the most effective treatment or the most effective components within a certain treatment for heterosocial problems, there has been limited agreement on effectiveness among researchers in the field. At the same time, no one theory concerning the etiology of performance deficits has emerged as the most adequate explanation of such behavior. Part of the problem may involve inadequate or inconsistent methods of assessment of heterosocial functioning across studies. Curran and Wessberg, as recently as 1981, assert that social skills assessment is yet in a primitive stage and that treatment programs have been developed and implemented despite this lack of sophistication of assessment devices. Certainly, before questions can be answered concerning the most appropriate treatment methods or even the nature of such performance deficits, reliable and construct valid assessments of heterosocial functioning must be

available. In the following section, the various means of assessing heterosocial performance currently in use will be discussed.

Assessment

Physiological Measures

The use of physiological measures in heterosocial behavior research has been limited for a variety of reasons. Studies relating physiological measures to more frequently employed self-report and behavioral measures of heterosocial performance have yielded inconsistent results (Schwartz & Gottman, 1976). The main concern with physiological indices of heterosocial functioning is that subjects' reactions may be due in part to the assessment procedures themselves apart from the heterosocial interaction. Another problem exists with the measurement of physiological responses in naturalistic settings. Unlike overt behavior, physiological responses cannot be observed without the use of obtrusive measurement devices.

Eisler (1976) raises a most important argument against the use of physiological measures in the assessment of heterosocial behavior. He suggests that some individuals may exhibit a high level of physiological arousal, yet behave in a highly socially skilled manner. Concurrent examination of physiological functioning and level of skill over time may help clarify this relationship. Presently, however, such a pattern along with the reactive, obtrusive nature of physiological measures warrants caution in their use in assessing heterosocial performance.

Interview

Another infrequently used assessment procedure for examining heterosocial performance deficits is the interview. This technique may be useful in extracting precise information concerning the nature of a person's problem behaviors. Eisler (1976) emphasizes that such a process should not be intended to function as insight-oriented therapy, but as a source of a detailed account of the person's current functioning. Although subjects are unlikely to report their problems in behavioral terms, a skilled interviewer may elicit such responses by conducting the interview as a functional assessment, a procedure commonly used by behavior therapists to isolate the contingencies responsible for the development and maintenance of a problem behavior. Using this format, the interviewer may discover specific situations in which the target behavior occurs, including the antecedents and consequences of the behavior. Magnitude and duration of impaired performance, as well as reinforcement history may be determined.

Considering the diversity of theoretical backgrounds and treatment for heterosocial performance deficits, the interview may prove extremely valuable in determining the most effective treatment component for a particular individual. For instance, modification of cognitions may be the most appropriate form of therapy for an individual

who emits a high frequency of negative self-statements during the interview concerning his/her performance.

Assessments through interviews are impractical in light of time and cost considerations where large numbers of clients or subjects are involved. Additionally, there are no specified norms accompanying an interview for determining the adequacy of a client's functioning. Nevertheless, the interview may provide a supplementary means of assessing heterosocial functioning for single subjects or clients.

Ratings

Ratings by an individual's peers and by heterosocially competent confederates have played a prominent role in the assessment of heterosocial performance deficits. Ratings by peers and significant others provide a method of sampling behavior in the natural environment. Bellack (1979) emphasizes their importance for planning and evaluating treatment based on the environment's reaction to the individual. Arkowitz, Lichtenstein, McGovern, and Hines (1975) employed this procedure in a study designed to assess heterosocial competence in males. Each subject (high- and low-frequency male daters) was requested to provide the names of two female peers. These women completed The Peer Rating Inventory, a measure designed for this study consisting of an estimate of the subject's dating frequency, true/false items asking about the subject's heterosexual comfort, initiative, skill, and frequency

of different types of interactions with females, and a skill rating in heterosocial situations. Comparisons between the two dating frequency groups yielded highly significant differences in the Peer Rating Inventory scores. Since the authors neglected to mention how this particular measure was devised, its psychometric properties remain in question. They did, however, report that the three subscales comprising the Peer Rating Inventory were highly intercorrelated, suggesting some degree of construct validity. Weiss and Margolin (1977) warn, however, that peer ratings are subject to biases and reactive effects. Peers may be reluctant to rate their friend's performance negatively due to rejection or otherwise unpleasant consequences.

Ratings by competent confederates of both sexes may provide valuable information concerning an individual's heterosocial performance, as the perception of others is particularly important in the area of heterosocial functioning. Greenwald (1978) used a number of confederate ratings in her assessment of heterosocial skill in women. Measures used were identified as Boland's (1973) Dating form and Byrne's (1971) Interpersonal Judgement Scale. Boland's measure consists of global ratings on a five-point scale of physical attractiveness, social skill, social anxiety, and predicted dating frequency. Information on Byrne's scale indicates it has two questions concerning

the likability (interpersonal attractiveness) of the subject, along with four other general questions concerning the subject, included to mask the true purpose of the experiment. Byrne's measure has a reported split-half reliability of .85. Greenwald combined the dimensions of both scales when reporting the results of the confederate rating phase of her study. Initially, subjects (high- and low-frequency daters) were videotaped in a waiting room situation with a male confederate. Confederates then rated subjects on five dimensions (four from Boland's scale and one from Byrne's scale): physical attractiveness, heterosocial skill, social anxiety, predicted dating frequency, and interpersonal attractiveness. Ratings were significantly different between groups on the first three of these dimensions. The subjects also participated in several role-play situations with male assistants who rated the subjects on the same dimensions. Between group ratings were significantly different on all but the social anxiety and social skill dimensions. High-frequency dating women then viewed videotapes of both the waiting room and role-play situations and rated subjects on social skill, social anxiety, physical attractiveness, and predicted dating frequency. The female judges signif-icantly discriminated between the two groups of subjects on physical attractiveness, social skill, and predicted dating frequency, but not social anxiety in both the

waiting room and role-play situations. Greenwald attributed much of the reported differences to confederates' perceptions of subjects' physical attractiveness. Based on the studies cited, peer and confederate ratings appear to have potential as a workable, socially valid method of assessing hetero-social performance.

Behavioral Observations

The assessment approach most behavior analysts would like to refine and implement for heterosocial performance research and training is direct behavioral observation. In this technique, specific behaviors proposed to comprise heterosocial skill are identified, operationally defined, then measured during the course of an interaction. Trained observers, familiarized with the definitions and any accompanying coding system, either view a heterosocial interaction via videotape or are actually present during the interaction. Behavioral observations are generally conducted in one of three types of heterosocial interactions: in vivo encounters, naturalistic interactions, and role-play tests.

1. In vivo observations involve recording a subject's behavior as it actually occurs in the natural environment. Although this is the most desirable approach, it is quite difficult to implement. On-the-scene observers or the use of audio-visual equipment cannot easily or unobtrusively be arranged for heterosocial interactions.

2. Naturalistic observations involve the development of simulated real-life settings to assess subject behavior. An example is the frequently employed "waiting room" situation in which a subject is requested to wait in a room with an other-sex confederate. During this time, the subject's heterosocial skill behavior is unobtrusively recorded. The validity of this procedure has been questioned with regard to differential effects of various confederates and the use of an atypical situation (waiting room) to assess a complex set of behaviors (Bellack, 1979).

3. Role-play situations are the most common type of interaction employed by experimenters to assess heterosocial skills (Twentyman & Zimering, 1979). They are more structured than naturalistic observations, requiring one or two distinct responses rather than a maintained conversation. Subjects are presented with situations that commonly occur in the natural environment (e.g. seeing an attractive classmate on campus) and requested to ask this person for a date that weekend. Although behavioral ratings in role-play situations have been found to be modestly to highly reliable, in the sense that observers agree on the occurrence of certain behaviors (Christensen, Arkowitz, & Anderson, 1975; Melnick, 1973; Twentyman & McFall, 1975), the validity of this approach can be criticized because subjects may know how to behave appropriately and do so to please the experimenter. This,

however, does not guarantee that subjects will behave similarly in actual situations.

Bellack, Hersen, and Lamparski (1979) compared behavioral observations derived from a role-play test with results from a naturalistic interaction. Results indicated a moderate correlation between the two situations for females, but very little correlation between the two situations for males. In an earlier study using chronic psychiatric patients, Bellack, Hersen, and Turner (1978) compared behavioral performance during role-play situations with performance in situations conducted in the natural environment. The experimenters report little correlation between behaviors in the two situations. This lack of relationship may be due to the fact that the two naturalistic situations were not assertion specific, as was the role-play test. Therefore, the situations differed in content as well as form. Conclusions concerning the adequacy of role-play measures for assessing social skill should not be based on this study alone due to this particular weakness.

Construct validity of behavioral observations. Perhaps transcending the issue of how behavioral indices of heterosocial performance should be assessed is the issue of what behaviors should be measured. In other words, defining the construct of heterosocial performance is of primary importance. In an attempt to identify the domain of observables of this construct, Romano, Bellack, and Hersen

(Note 1) analyzed a set of component behaviors to determine their predictive value in relation to criterion ratings of social skill. While this study is not specific to heterosocial skill, examination of the findings is warranted because of the methodology employed and because general social skill overlaps to some degree with skills particular to dating. The response elements first examined were selected on the basis of face validity and a general review of the literature on interpersonal communication. Twenty women, half clinic out-patients and half university students were videotaped responding to ten role-play situations from the Behavioral Assertiveness Test-Revised (Eisler, Hersen, Miller, & Blanchard, 1975). From the videotaped interactions, trained observers coded previously specified social skill behaviors, while subjects from the university community first rated the interactions on a nine-point scale, ranging from socially unskilled to socially skilled, then listed specific behavioral cues that influenced their ratings. The most frequently cited cues were then incorporated to form a second set of component behaviors which were coded from the videotaped interactions as before by trained observers. Correlations between ratings of social skill and seventeen component behaviors were calculated. Cronbach's alpha coefficient was used to determine intercorrelations among criterion ratings. The alpha coefficient for all judges was .86,

for females only, .82, and for males only, .74. This study indicated that complex categories of verbal behavior, paralinguistic, and nonverbal behaviors comprise the construct of social skill. Intonation, facial expression, and posture were specific behaviors most highly correlated with overall skill ratings. Additionally, complex categories of verbal behavior (such as offering alternatives) appeared to be a powerful predictor of overall skill ratings. Generally, earlier research has overlooked the complexity of behaviors indicative of social skill.

Predictive validity of behavioral observations. In the area of heterosocial skill, behavioral observations taken in conjunction with other assessment measures have been notorious for their inferiority in discriminating criterion groups (Arkowitz, Lichtenstein, McGovern, & Hines, 1975; Borkovec, Stone, O'Brien, & Kaloupek, 1974; Glasgow & Arkowitz, 1975; Greenwald, 1978; Martinez-Diaz & Edelstein, 1980). In all of these studies, self-report scores, judges' ratings, and physiological measures were more effective in identifying high- and low-frequency daters. As noted previously, researchers have attempted to identify the component behaviors which comprise this construct. Regarding the relationship between global ratings of heterosocial skill and identification of specific behaviors, Martinez-Diaz and Edelstein (1980) suggest that topographically dissimilar behaviors may

function in a similar manner to produce ratings of social skill. In other words, different observers may include in their judgement criterion behaviors which differ in appearance but correlate in function. Some researchers (Glasgow & Arkowitz, 1975) suggest that more attention be focused on the reciprocal nature of heterosocial interactions which most probably transcends a mere examination of frequency measures of the subject alone. Fischetti, Curran, and Wessberg (1977) provide evidence that simple frequency measures are inadequate for assessing heterosocial skill, and that the timing of the emission of these behaviors is a crucial factor. Similarly, the order in which certain behaviors are emitted may be a determinant of social skill.

Self-report

Self-report inventories are the most frequently employed assessment technique in studies of heterosocial functioning (Bellack, 1979). Such inventories are used to scale subjects according to skill level and as dependent measures to assess change after treatment. These inventories typically yield composite scores which do not provide information on specific situations in which deficits are evidenced. A major criticism of self-report measures is that subjects' responses do not correlate with actual behaviors (Glasgow & Arkowitz, 1975; Martinez-Diaz & Edelstein, 1980). Additionally, in the area of heterosocial

skills research, it has been argued that self-report measures have been devised without regard to their psychometric properties and construct validity (Curran, 1977).

Thought-listing. One type of self-report measure consistent with the cognitive theory of performance deficits involves obtaining an individual's account of self-statements surrounding a heterosocial interaction. In one study, (Cacioppo, Glass, & Merluzzi, 1979) male subjects were requested to list their thoughts prior to a heterosocial interaction and rate their subsequent performance. Data indicated that high socially anxious subjects generated more negative self-statements, and the content of the self-statements was related to the later performance ratings. In this study, subjects simply listed everything that went through their minds prior to an interaction, then rated these thoughts as positive, negative, or neutral. Two independent judges were presented with the subjects' listed thoughts and also requested to rate them. Judges and subjects' ratings were combined by summing the number of statements in each category (positive, negative, and neutral) for each subject. These scores were related to other aspects of heterosocial performance. The experimenters suggest that cognitive responses are important mediators of heterosocial anxiety and these responses can be easily and objectively assessed for intervention purposes.

Self-monitoring

Self-monitoring is another means of assessment employed by behavior modifiers (Kazdin, 1974). This technique involves continuous, systematic recording of relevant events by the subjects themselves as these events occur. Subjects are taught to identify and record important details of their heterosocial encounters, including antecedent and consequent events. Bellack (1979) recommends that subjects also evaluate the difficulty and rate the degree of anxiety associated with each heterosocial interaction.

Although self-monitoring is a form of self-report, it differs from traditional self-report devices in that the ongoing recording involved is intended to eliminate subjective distortions and recall errors. But, its adequacy as an effective measurement system for heterosocial skills research and therapy is questionable for two reasons. First, self-monitoring is probably a more reactive measure than self-report tests since the latter means of assessment does not require a report of behavior during an actual interaction. Behavior is instead reported after the fact. Second, behaviors comprising heterosocial skill are numerous and complex, thus the feasibility of accurately recording an interaction is uncertain.

While self-monitoring alone may be inadequate as a means of assessing heterosocial skill, it may be used in conjunction with other assessment tools as a supplemental

source of information. For example, trained observers can note and record actual behaviors during a heterosocial interaction more easily than the subject, yet self-monitoring is still valuable in that observers may not always be present to record an individual's every interaction.

The remainder of the self-report section focuses on traditional self-report measures typically composed of true/false and Likert scale items. The construct validity of measures of this type is a major assessment issue. Construct validity of a measure is determined by developing an explicit construct definition for which some consensus amongst researchers can be obtained, generating a set of homogeneous items, and examining the correlation of the instrument with other measures of the construct and actual behaviors.

Levenson and Gottman's measure of assertion and heterosocial skill. Levenson and Gottman (1978) conducted two studies directed toward development and validation of a self-report measure of social competence in both heterosocial and assertion situations. Levenson and Gottman do not specifically indicate whether both men and women participated in this study. If subjects were of both sexes, the experimenters do not report the male/female ratio or make any mention of possible sex differences in responding. The self-report device developed in this study contained two subscales, one comprised of dating-

specific problematic situations and the other of problematic situations requiring an amount of assertion for resolution. The experimenters report that the self-report subscales they developed satisfied their validity criterion in that significant differences were observed between competent and incompetent populations with competency otherwise independently defined. The subscales also discriminated between individuals who expressed heterosocial incompetence and individuals who were nonassertive.

Additionally, these self-report subscales adequately predicted differential improvement following various eight-week interventions. In this study, dating clients whose self-report pretests had previously been subjected to analysis were assigned to one of three dating skill treatment conditions. Similarly, assertion clients were assigned to one of three assertion training conditions. Results on the posttest revealed that significant improvement occurred only on the dating subscales for dating clients. Although the assertion clients improved on both the dating and assertion subscales, greater improvement was evidenced on the assertion scale. Levenson and Gottman did not employ a control group in this phase of the study, but test-retest data for normal subjects revealed no such change on either subscale over a similar period of time. To satisfy psychometric properties, the experimenters conducted a variety of analyses on their measurement

instruments, including test-retest reliability, coefficient alpha, and an analysis of variance to assess test-retest change. The analysis of internal consistency yielded an alpha coefficient of.92 for the dating subscale and .85 for the assertion subscale. Thus, reliability based on the average correlation among items within the test was high. The test-retest reliability calculated at two and six week intervals were .71 and .62 for the dating subscale and .71 and .70 for the assertion subscale.

Although Levenson and Gottman outlined the construction and validation of a psychometrically sound self-report measure for assessing social skill, it has not been commonly employed for research in this area. More popular self-report measures include: The Social Avoidance and Distress Scale (Watson & Friend, 1969), the Fear of Negative Evaluation Scale (Watson & Friend, 1969), the Situation Questionnaire (Rehm & Marston, 1968), the Survey of Heterosexual Interactions (Twentyman & McFall, 1975), the Social Activity Questionnaire (Christensen & Arkowitz, 1974), and McGovern's (1973) modification of Endler, Hunt, and Rosenstein's (1962) Stimulus-Response Inventory of Anxiousness. Because of their widespread use in hetero-social skills research, an examination of the psychometric properties of each of these measures is warranted.

Social Avoidance and Distress Scale and Fear of Negative Evaluation Scale. Watson and Friend (1969) attempted

to develop a measure that would tap the construct of social and evaluative anxiety, defined as distress, discomfort, fear, and anxiety in social situations, the deliberate avoidance of such situations, and a fear of being negatively evaluated by others. One scale, The Social Avoidance and Distress (SAD) scale was designed to deal with the first two aspects of the definition while a second scale, the Fear of Negative Evaluation (FNE) scale, was designed to measure the last aspect. The scales were constructed excluding items relating to physiological responses or impaired performance because these were hypothesized to be correlates of social avoidance and distress and not components. Additionally, in delineating the construct, Watson and Friend included in their scales opposite instances of behaviors. Approximately half of the items were worded so that answering false indicated the presence of the trait.

One hundred forty-five items were selected by rational analysis from a larger pool. These 145 items were administered to 297 undergraduates, both men and women, along with the Crowne-Marlowe (1964) Social Desirability Scale and the first ten items of Jackson's (Note 2) Infrequency Scale. The former provided a preliminary empirical criterion against which the SAD and FNE items were evaluated. The latter was included to control for pseudo-random

responding, the nonpurposeful endorsement of items regardless of their content. Jackson (1967) suggests this pattern of responding may occur when subjects are not motivated or invested in the testing procedure. In the Watson and Friend study, subjects answering the Infrequency Scale incorrectly (unlikely responses to a set of internally consistent true/false items) were dropped from all analyses. After this process, 205 subjects remained, 60 men and 145 women.

After analyses, 28 items remained for the SAD scale and 30 for the FNE scale. Criteria for inclusion in the scales were:

1. A value greater than .50 as calculated by Jackson's Differential Reliability Index (DRI), an estimate of the correlation of each item with its own scale minus its social desirability variance.
2. Probability of endorsement above 10% and as close to 50% as possible.
3. Selection of items with minimal common variance.
4. Judgement of adequacy of items representing the opposite instance of a trait.
5. Content dissimilarity and representativeness of situations portrayed in the items.

These smaller scales were than subjected to a series of analyses using data for the 205 subjects whose responses were employed in the item selection phase of the study.

In this sample, the KR-20 statistic for both the FNE and SAD was .94. In a subsequent sample of 154 subjects, the KR-20 of the FNE was .96 and that of the SAD, .94.

The measures were constructed with an attempt to minimize their relationship to social desirability. This was demonstrated by obtaining a product-moment correlation of -.25 for both the FNE and SAD with the Crowne-Marlowe scale. Product-moment correlations between the FNE and SAD calculated on two occasions were .51 and .32 respectively, suggesting that the two measures were assessing different aspects of social-evaluative anxiety.

While examining the psychometric properties of the scale, the experimenters encountered sex differences in responding. Women reported more fear of negative evaluation than men, while men reported more social avoidance and distress than females.

Two test-retest reliability checks were conducted using two samples of male and female university students, with the testings conducted at one month intervals. With the larger sample, 154 subjects, reliability for the FNE and SAD was .78 and .68 respectively. Data from the smaller sample, 29 subjects, yielded corresponding reliabilities of .94 and .79.

After constructing the scales, the researchers conducted a series of studies in an attempt to validate their measures. Sex of the participants was not specified in this phase

of the study. The first involved selecting high-anxious and low-anxious subjects, labeled as such from their scores on the SAD, and manipulating their expectations concerning an upcoming task (working alone vs. working together). Although subjects never actually performed this task, they were required to rate their interest, worry, nervousness, and apprehension concerning the upcoming task on a five-point scale. People who scored high on the SAD were significantly less interested, more worried, more nervous, and more apprehensive than people who scored low on the SAD.

In another experiment, high- and low-anxious subjects as determined by scores on the SAD, were randomly assigned to one of three conditions: working alone, working together in a cubicle with another person without talking, or working together and talking to another person in a cubicle. Subjects were required to perform anagrams, risk level, and learn paired associative nonsense syllables. Results were in the predicted direction on the tasks, but non-significant. In the talking group, however, subjects indicated on a four-point scale how much they spoke. High-anxious subjects reported significantly less talking than low-anxious subjects.

Another study manipulated incentive conditions for subjects scoring high and low on the FNE scale by informing them that the work they were doing was part of a group effort,

and a group leader might either approve, but never disapprove, of their work, or disapprove, but never approve of their work. The dependent measure was number of items completed on a four-minute letter-substitution task. The experimenters found no significant differences in performance. However, subjects were later questioned about their nervousness during the experiment. Nervousness ratings on a five-point scale were significantly higher for subjects scoring high on the FNE.

The researchers also conducted a correlational study, comparing the FNE and SAD with a variety of other measures. Size and sex ratio of this subject sample was not reported. The FNE and SAD had an expectedly moderate correlation (.60 and .54) with Taylor's Manifest Anxiety Scale, a measure of general anxiety (Taylor, 1953). There was a low correlation between both the FNE and SAD (.28 and .18) and the debilitating anxiety subscale on the Achievement Anxiety scale (Alpert & Haber, 1960), suggesting that social anxiety and test anxiety are different constructs. Correlations of .47 and .45 were found between the FNE and SAD respectively and the social and evaluative parts of the Endler-Hunt (1962) S-R Inventory of Anxiousness, a situationally specific scale of anxiety. Watson and Friend claim the moderate correlation of the SAD and FNE scales with responses to the situations on the Endler-Hunt scale supports the validity of the SAD and FNE measures.

Correlations between the FNE and SAD and various subscales of Jackson's (1966) Personality Research Form indicate a negative relationship (-.39) between FNE and PRF exhibitionism and a high relationship (.77) with PRF social approval. There is an overall high relationship (.76) between the SAD and Jackson's measure which suggests a similar trend on both scales to experience great discomfort and a desire to flee social situations. Additional correlations suggest persons scoring high on the FNE to be defensive, dependent, submissive, and possibly self-effacing.

From the preceding discussion, it is evident that Watson and Friend attempted to develop the FNE and SAD measures in accordance with standard psychometric procedures and, additionally, made extensive efforts to validate their measures against behaviors in various situations and other measures proposed to assess similar constructs. Consequently, the widespread use of the SAD and FNE scales in hetersocial skill research has some experimental support in that it is psychometrically sound and relates in the expected manner with other self-report measures. Unfortunately, the behavioral research conducted by Watson and Friend was not strongly supportive of the construct validity of the scales in that subjects' actual performance on tasks did not correlate with self-report responses on the measures. This, however, has been a pervasive problem in the area of heterosocial performance, and conclusions

concerning the value of these particular measures based on this evidence alone is unwarranted.

S-R Inventory of Anxiousness. Another measure often used in heterosocial skill research (MacDonald, Lindquist, Kramer, McGrath, & Rhyme, 1975; McGovern, Arkowitz, & Gilmore, 1975) is McGovern's (1973) modification of the S-R Inventory of Anxiousness (Endler, Hunt, & Rosenstein, 1962). Endler et al.'s original measure consisted of eleven general situations purported to elicit anxiety in individuals, with only one item referring to heterosocial dating. McGovern's revision includes only dating specific situations. For each of the eleven situations, 14 modes of response indicating positive and negative physiological reactions such as experiencing nausea, having loose bowels, and experiencing rapid heart-beat are presented, and subjects are requested to rate each of these responses as they pertain to themselves on a five-point scale. Endler et al. provide extensive psychometric support for their measure, including coefficient alphas for both the situations and modes of response scale.

Because Endler et al.'s measure is not dating specific, a discussion of the situation scale describing the eleven general problems mentioned earlier is not appropriate here. However, Endler et al.'s data on the modes-of-response scale is germane to this discussion, since McGovern's modification of the measure utilizes this same set of

rating scales. Endler used two separate samples of both male and female subjects from two universities for validation of his measure. Coefficient alpha was calculated for each of the 14 modes of response scales for both samples. For the first sample, the coefficient alpha values ranged between .64 and .91 for the 14 scales, with all but four having an alpha coefficient above .80. Coefficient alpha ranged between .56 and .89 with again all but four scales having an alpha coefficient above .80 in the second sample. Thus, Endler demonstrated consistent high internal consistency among the 14 modes of resonses, ways of exhibiting anxiety, selected for inclusion in the S-R Inventory of Anxiousness. The same aspect of the measure was retained by McGovern, although he altered the situations to describe only dating specific scenes.

Situation Questionnaire. Another self-report measure prevalent in heterosocial skill research (Bander, Steinke, Allen, & Mosher, 1975; Curran & Gilbert, 1975; Curran, Gilbert, & Little, 1976) is Rehm and Marston's (1968) Situation Questionnaire, consisting of 30 items, each describing a heterosocial interaction situation. Subjects are required to rate on a seven-point scale the amount of discomfort they would experience in each situation. Although Rehm and Marston demonstrated the ability of the Situation Questionnaire to distinguish dating criterion

groups composed of males only and to indicate post-treatment changes in the study where this measure first appeared, they fail to report how the thirty items were originally selected for inclusion in the measure. Additionally, there is no report of internal consistency or any other form of reliability. While other self-report measures were administered and subjects' results on these reported, the Situation Questionnaire was not correlated with any of them, nor with behavioral measures derived from audiotaped situations. From the evidence cited, the construct validity of the Situation Questionnaire remains in question. The ability of a measure to distinguish criterion groups does not establish a relationship between the measure and the behaviors in question. High- and low-frequency dating could occur for a variety of reasons independent of those incorporated in the items of a dating questionnaire. This point will be discussed in further detail in the summary of self-report measures. It should be noted that in the case of the Situation Questionnaire, the researchers did make an attempt to validate their measure.

Survey of Heterosocial Interactions. Twentyman and McFall (1975) have devised a self-report measure, The Survey of Heterosocial Interactions, for use in heterosocial skill research (McGovern, Arkowitz, & Gilmore, 1975). This device is purported to measure heterosocial avoidance and was used by Twentyman and McFall to select

male subjects for a training study and assess subsequent treatment effects. The device includes twenty seven-point items which are intended to tap interactive ability in heterosocial situations and four items requiring a numerical estimate of subjects' dating experience. The authors allude to a pilot study in which the Survey of Heterosocial Interactions was developed and validated, but there is no published account of this work.

Social Activity Questionnaire. Christensen and Arkowitz's (1974) Social Activity Questionnaire has also been employed in heterosocial skill studies (McGovern, Arkowitz, & Gilmore, 1975). The form consists of items asking for a description of the physical details of the date as well as ratings (using seven-point scales) of the subject's skill and anxiety and partner's skill and anxiety. Both males and females participated in the study in which this measure was first employed. The authors provide no information concerning construction and validation of their scale, thus its value as an assessment tool in heterosocial skill research is in doubt.

Self-report Summary

The previous discussion indicates that self-report measures for heterosocial performance have been constructed and employed despite a lack of validational support at times. The measures discussed meet construct validity criterion to varying degrees. It should be noted that

all steps in the validation process are seldom carried out within a single study. The worth of the efforts made in the preceding studies should not be overlooked since in some cases validity requirements are partially fulfilled. Of the frequently-employed measures discussed, the FNE, SAD, and S-R Inventory of Anxiousness meet minimal psychometric standards.

Several studies have been conducted to determine, at the very least, the predictive validity of these measures. Although positive results support the contention that self-report measures commonly in use are able to distinguish between criterion groups of frequent and infrequent daters, these data no not negate the inadequacies involved in the construction of these scales.

Predictive validity of self-report measures. In the area of heterosocial functioning, the significance of a scale's ability to predict a criterion is minimized when one considers that other variables such as socioeconomic status, availability of transportation, or geographical location may quite possibly serve the same function. Nunnally (1978) asserts that predictive validity is important as far as making decisions regarding applied problems such as determining an individual's suitability for a job or school placement are concerned. However, unlike construct validity, predictive validity is an insufficient standard for evaluating treatment effects on subjects and determining

the results of basic research. Therefore, studies outlining the predictive qualities of a measure are limited in the degree to which they demonstrate construct validity.

Quite often, measures are constructed without previously determining a concisely defined domain of observables. Rather, the nature of the domain is merely suggested by a number of attempts to devise particular measures relating to the construct. Then, instead of conducting statistical analyses and performing controlled studies to test the extent to which these measures produce results in line with highly accepted theoretical hypotheses concerning the construct, evidence simply accrues from numerous studies of various proposed measures of the construct (Nunnally, 1978). This information is then accumulated, evaluated, and presented as evidence supporting the validity of these measures. Such is the case with the following two studies which discuss the predictive validity of measures of heterosocial performance.

Greenwald (1978) examined the predictive validity of seven self-report measures previously employed in heterosocial skill and/or assertion research. Measures subjected to analysis were: The Subject's Dating Form (Boland, 1973), Interpersonal Reinforcement Survey Schedule (Cautela & Kastenbaum, 1967), Tennessee Self-Concept Scale (Fitts, Note 3), Texas Social Behavior Inventory (Helmreich, Stapp, & Ervin, Note 4), Social Avoidance and Distress Scale, Fear

of Negative Evaluation Scale (Watson & Friend, 1969), and the S-R Inventory of Anxiousness (Endler, Hunt, & Rosenstein, 1962; McGovern, 1973). Female subjects were categorized into a low- or high-frequency dating group based on actual dating frequency (four or fewer dates in the last month vs. ten or more dates in the last month), anxiety of heterosocial contact, and satisfaction with dating frequency. Results of a multivariate analysis of variance of all self-report measures indicate that the low- and high-dating subjects described themselves significantly different on all of social skill and social anxiety, with the exception of one item from the Subject's Dating Form requiring subjects to list cues in a male's behavior indicating pleasure in a n interaction.

Similar results were obtained in a more recent evaluation of the predictive validity of heterosocial competence measures (Martinez-Diaz & Edelstein, 1980). A variety of frequently used self-report inventories were found to discriminate between high- and low-frequency male daters. Self-report indices involved in this study were: The Social Avoidance and Distress Scale, Fear of Negative Evaluation Scale (Watson & Friend, 1969), the S-R Inventory of Anxiousness (Endler, Hunt, & Rosenstein, 1962; McGovern, 1973), the Survey of Heterosocial Interaction (Twentyman & McFall, 1975), and the Social Desirability Scale (Edwards, 1970). Discrimination between criterion groups was significant for the first four measures at the .0001 level, and significant for the Social Desirability Scale at the .001 level. From the evidence cited, it appears that the self-report inventories

examined are capable of predicting which individuals experience heterosocial problems.

Construct validity of self-report measures. As stated previously, there are problems associated with this type of analysis of measures of heterosocial functioning. Most notable, simple ability of several devices to predict a criterion does not indicate that these devices measure the same construct. Wallander, Conger, and Mariotto (1980) questioned this assumption when they conducted a study examining the comparability of self-report measures used in heterosocial performance research. Questionnaires included in their analysis were Watson and Friend's (1969) Social Avoidance and Distress Scale (SAD), Rehm and Marston's (1968) Situation Questionnaire (SQ), Twentyman and McFall's (1975) Survey of Heterosocial Interactions (SHI), and Christensen and Arkowitz's (1974) Social Activity Questionnaire (SAQ). These instruments, administered to male college students, were categorized into two groups, those measuring social anxiety and those measuring dating experience.

Product moment correlation coefficients were calculated among the SAD, SQ, SHI, and ten dating experience items taken from the SAQ and SHI. Eighty-seven percent of these coefficients were significant at the .05 level. However, discussion of the findings in terms of the amount of variance accounted for in a relationship revealed that only 6% of all relationships reached the experimenters' accepted criterion level of 36%. Further statistical analyses confirmed

this pattern.

Based on these findings, the experimenters stated that they were unable to reliably predict an individual's status on one instrument, knowing his status on another. This outcome, they suggest, indicates that the various instruments did not measure the same construct. In particular, Wallander et al. advise a distinction between social anxiety and dating experience. Infrequent dating among students may occur for a variety of reasons, one of which might be heterosocial anxiety.

Based on the results of this study, the experimenters concluded that subjects selected from different instruments differ in the extent and type of their heterosocial performance deficits. Anxiety, skill, and cognitions have been hypothesized as separate constructs influencing heterosocial performance, and traditional self-report measures seldom simultaneously consider more than one of these variables. Thus, subjects identified as experiencing heterosocial problems by one instrument may not have been identified as such according to another measure. This finding has significance for researchers and clinicians alike. Researchers cannot make definitive conclusions concerning the effectiveness of treatment procedures across studies when subjects have been selected from responses to different self-report measures. Using only one type of measure, clinicians may over-look important factors contributing

to a client's deficits.

Wallander et al. emphasize the importance of recognizing that existing devices measure more than one construct. To remediate the situation, they suggest modification and integration of assessment tools. Curran and Wessberg's (1981) conceptualization of heterosocial functioning as a megaconstruct is relevant to the problem described in the Wallander et al. study in that they recognize the diversity of factors influencing performance in this area. A single device designed to detect these separate variables could clarify the information being sought by the different measures currently in use.

Sex Differences

While everyday observers of human interactions have not overlooked the possibility of sex differences in behaviors and cognitions accompanying heterosocial interactions, many researchers have. Sex differences might exist among all the dimensions of heterosocial performance--anxiety, cognitive, and skill. For example, infrequent dating could be more a function of negative cognitions in men and more a function of skill deficits in women. Further, sex differences could exist within a dimension. For instance, specific behaviors considered appropriate for men may be considered inappropriate for women in determining their level of skill. But to date, research in this

area has been conducted primarily with males, and many of the self-report measures in use have been constructed specifically for them. Of the six commonly employed scales examined in the self-report section, four were constructed using both male and female subjects (Christensen & Arkowitz, 1974; Endler, Hunt, & Rosenstein, 1962; Watson & Friend, 1969), while two employed only male subjects (Rehm & Marston, 1968; Twentyman & McFall, 1975). However, with the exception of Christensen and Arkowitz's scale, the measures employing both men and women in their construction were not dating specific. That is, they were more general measures of anxiety not necessarily involving interactions with the opposite sex. While Watson and Friend reported sex differences in responding, the others did not.

The possibility of sex differences in successful heterosocial performance could have important implications for future treatment strategies. A point to be considered even prior to the formulation of treatment programs, however, is whether it is useful to consider a construct of heterosocial performance relevant to both males and females, or whether to define such a construct separately for each sex.

Sex Stereotypes and Roles

Despite the paucity of research on sex differences in heterosocial behavior, a great deal of literature exists concerning sex-stereotypes (Rosenkrantz, Vogel, Bee, Broverman, & Broverman, 1968; Williams, Giles, Edwards,

Best, & Daws, 1977) and sex-roles. Assessment in this area has consisted primarily of self-report measures. A discussion of previous findings in this field may assist the development of valid assessment devices for measuring heterosocial performance and for discerning sex differences surrounding such behavior.

Stoppard and Kalin (1977) were interested in determining the relationship of sex-stereotypes and sex roles. They examined the independence/dependence of these two constructs. They noted that stereotypes have been considered personality aspects of an individual, while roles are seen more as behavioral aspects. For purposes of their study, Stoppard and Kalin defined stereotypes as consensual beliefs about the characteristics of members of a social category, while roles were considered socially defined expectations for the behavior of people in a given social category. The authors questioned the assumption that sex-stereotypes and roles are closely correlated since people may characterize the behavior of individuals based on their sex, yet disagree with the desirability or necessity of these characteristics.

Because previous measures have typically ignored the descriptive/prescriptive distinction between stereotypes and roles, the authors developed their own assessment device to determine the extent of overlap between gender stereotypes and sex-roles, as well as the extent to which sex-roles contain prescriptions concerning personality characteristics in addition to specific behaviors and tasks. The

influence of social desirability on the relationship between stereotypes and roles was also examined.

The experimenters constructed four versions of a questionnaire comprised of the identical 38 personality characteristics, 19 gender-typed as masculine and 19 gender-typed as feminine. These gender types were based on differential attributions of the characteristics to men and women in a previous study (Stoppard, 1976). For each sex, ten characteristics were designated socially desirable and nine socially undesirable as determined by desirability ratings of the traits for people in general in a pilot study. One version of the questionnaire was a stereotype measure, while the others were measures of various facets of roles--obligations, prohibitions, and sanctions. All questionnaires incorporated the 38 personality characteristics in Likert-scale form. On the stereotype form, the values ranged from "not at all characteristic for women/men" to "very characteristic for women/men." On the obligation and prohibition forms, the words, "obligatory" and "prohibited" were substituted for "characteristic." The sanction form included the phrase, "a woman/man who is _____ would be met with: _____," with the values on the scale ranging from disapproval to approval.

Stoppard and Kalin concluded that sex-stereotypes and roles overlap a great deal. However, because social desirability exerted a greater influence on role ratings

than stereotype ratings, there remains some distinctiveness between these two constructs. This distinction is noteworthy in that social desirability is more important in terms of sex-roles as opposed to sex-stereotypes.

Roles vs. Behaviors

An examination of sex-roles, however, is only an intermediate step in explaining sex differences in actual behavior. While roles are socially defined expectations for behavior, they do not guarantee that the associated behaviors actually occur. Although sex-role research may be useful in formulating hypotheses about gender-related behavioral differences, these supposed differences cannot be empirically investigated in this manner. Although the traits included in Stoppard and Kalin's measures (gentle, shy, intellectual, callous, etc.) imply certain associated behaviors, these behaviors have not been specified or defined. Therefore, it is uncertain what exactly is being measured. Additionally, situational aspects of performance are neglected in the mere examination of sex-roles.

Worell (1978) expressed a similar view, stating that task performance and behavior samples serve as the most direct external validation procedures in sex-role research. She suggests that tasks and situations be constructed to test theoretical predictions. Based on the above considerations, it appears that reliable predictions of actual behavior derived from responses to sex-role scales are far from certain.

Male vs. Female Heterosocial Behavior

The lack of investigation of actual behavioral sex differences in performance is particularly relevant in the area of heterosocial functioning. The research that has been conducted has been primarily with male and female populations considered separately. Some studies have employed subjects of both sexes, comparing and contrasting various facets of heterosocial performance. These studies will be discussed in terms of the assessment devices employed and the findings concerning sex differences in heterosocial behavior.

Sex differences in reciprocal interactions. Glasgow and Arkowitz (1975) examined the reciprocal nature of heterosocial interactions. Instead of employing confederates, high- and low-frequency dating men and women designated as such by scores on The Social Activity Questionnaire (Christensen & Arkowitz, 1974) and The Social Avoidance and Distress Scale (Watson & Friend, 1969), interacted with each other in an observed, tape recorded waiting room interaction. Dependent measures consisted of The Social Interaction Questionnaire, a self-report evaluation of subjects' and partners' physical attractiveness, social skill, and anxiety during the social interaction. These were seven-point Likert scale items, as was an item asking how much the subject would like to date the partner. The measure also asked if the subject would like to interact with his/her partner or another partner in a future inter-

action. No information concerning the measure's development was reported. Several behavioral measures, gazing, gazing given partner talk, eye contact (mutual gazing), talk time, number of silences, percentage of initiations, and talk balance ratio (subject talk time divided by partner talk time) were taken.

The behavioral measures used in this study did not adequately distinguish the dating frequency groups, while many of the items on the self-report measure did. Although analysis was directed toward isolating differences between dating groups, some sex differences were noted. Primarily, the authors concluded that negative self-evaluations were more characteristic of the low-frequency dating men, while a lack of heterosocial skills was more characteristic of the low-frequency dating women. The results suggest that different treatment strategies may be required for remediation of male and female dating inadequacies. That is, cognitive therapy may better benefit males, while skills training may better benefit low-frequency dating women.

Male and female initiation behaviors. Lipton and Nelson (1980) conducted a study examining initiation behaviors in heterosocial performance. Initiation behaviors were targeted for assessment because the authors felt that the important skill differences between high- and low-frequency daters involved initiation behaviors, not behaviors that occur during a heterosocial interaction. Both male

and female high- and low-frequency daters participated in the study. Thirty-one dependent measures derived from role-play situations, self-report measures, and self-monitoring were employed. The self-report measure was The Dating Attitude and Behavior Survey (Gambrill, Note 5) designed to provide information concerning attitudes and behaviors related to dating. Each of six role-play scenes had three versions: a choice approach situation, a forced approach situation, and a response to confederate invitation version.

Examination of sex differences revealed that females performed significantly better than males on the response version of the role-play situations. Males responded better than females on the choice versions where the subject had the option to either avoid the situation or make an appropriate response. However, it appeared that high-frequency dating females living off-campus exhibited greater initiation skills than low-frequency dating females living off campus. High-frequency dating females living off-campus had greater initiation skills than high-frequency dating females living on campus. The authors concluded that initiation skill and social exposure defined as the availability of potential dates, importance of heterosocial interactions, number of greetings exchanged with the opposite-sex, non-specific free time, telephone calls with the opposite-sex, and interactions with the opposite-sex is an important area of

concentration within the field of heterosocial behavior.

Muehlenhard and McFall (1981) have recently conducted one of the few studies specifically directed toward isolating appropriate female dating behaviors, in this case, initiation behaviors. In this study, 106 males responded to a questionnaire which asked them to indicate:

1. preferred initiation approach for a woman to take (ask him out, hint, or wait).

2. an estimate of how many women out of 100 that they might want to date, like as a person, feel indifference toward, and dislike.

3. how likely they would be to engage in each of 24 behaviors which were previously identified as typical male behaviors toward women in each of the four likability categories. (The 24 behaviors were presented four times--once for each of the four likability categories).

4. opinion ratings on 13 items reflecting mens' traditional or untraditional views of womens' roles.

5. how they would react and feel if a woman used each of six specific initiation actions, given each of the initiation preference and likability categories.

Results of this survey indicated that 53 men preferred for women to ask them out, 52 men preferred for women to hint, and 1 preferred for women to wait. Relating these preferences to the other variables included in the questionnaire, the authors concluded that the likability factor

was more influential than the initiation-preference factor. That is, if a man does not like a woman, neither of the three initiation approaches will be effective for her. However, if a man likes a woman, he will most probably be pleased if she asks him out. Several behavioral cues on the part of the males indicative of their feelings were determined. Generally, if a man frequently watches and talks to a woman about impersonal matters and infrequently ignores her or treats her like one of the guys, she falls into the "wants to date" category. If he is relaxed around her and speaks to her concerning personal matters, he probably likes her as a friend. If he seldom talks to her about impersonal matters, he is most likely indifferent towards her. If he frequently ignores her or treats her like one of the guys and infrequently watches her, talks to her, or acts relaxed around her, he probably dislikes her.

The findings of this study are important in that they have identified a general skill area, initiation behavior, which would most likely facilitate female dating ability. Although precise behaviors within this area were not dealt with in this study, these results provide a sound, socially validated base for more detailed assessment and treatment of initiation skills. Additionally, this study has provided information on specific behaviors in the male's repertoire which females could be trained to identify in order to maximize chances at successfully initiating a heterosocial interaction.

Sex-roles and social skill. Glass and Biever (in press) conducted a comprehensive examination of social skill with regard to sex-roles. Although this research did not focus specifically on heterosocial skill, aspects of this area of performance were included in the study.

All subjects responded to eight instrumental and eight expressive taped role-play situations. Four of each type required the subject to interact with a man and the other four with a woman. Instrumental situations were defined as those involving interpersonal behavior concerned with completing a job or task, solving a problem, or initiating an interaction. Expressive situations were defined as those involving the expression of emotions, harmony of the relationship, and behavior concerning the welfare of others. Behavioral measures derived from these situations included response latency, number of words, response duration, and number of speech disfluencies. Additionally, one male and one female judge rated each response on a seven-point scale for overall skill. Subjects were asked to make a similar rating of their own behavior. Cognitive analyses included self-ratings of anxiety and situation difficulty, along with the response adequacy rating mentioned above. Subjects completed four measures, a thought listing measure (Cacioppo, Glass, & Merluzzi, 1979), The Social Interaction Self Statement Test which required them to rate the frequency of a variety of positive and negative

self-statements during the taped situations, Watson and Friend's (1969) Social Avoidance and Distress Scale, and Twentyman and McFall's (1975) Survey of Heterosocial Interactions. A modified version, The Survey of Heterosocial Interactions for Females (Williams & Ciminero, 1978), was completed by the women subjects. This measure resembles the male version in format, with hypothetical heterosocial situations modified for females. The measure was first administered to 256 female undergraduate students. Internal consistency as measured by coefficient alpha was .89 and test-retest reliability .62. Finally, subjects in the Glass and Biever study were required to keep a journal of social interactions with both men and women.

Females reported fewer negative and more positive self-statements, less anxiety, and more skill than males. Judges rated women more skillful than men. Additionally, women interacted with men more frequently than men interacted with women according to the self-monitoring journals. Although these findings indicate sex differences in responding, they do not definitively indicate directions for treatment of performance deficits for either men or women.

Summary

Assessment of heterosocial functioning has been a diffuse, heterogeneous undertaking with measures yielding varying information with varying degrees of reliability and validity. Additionally, a major oversight is evident in the assessment and subsequent treatment of heterosocial

deficits in that examination of sex differences in this area has been for the most part neglected. Only three assessment and/or treatment studies examined deal with responses of men and women (Glasgow & Arkowitz, 1975; Glass & Biever, in press; Lipton & Nelson, 1980), three studies report results of women only (Greenwald, 1977; Greenwald, 1978; Muehlenhard & McFall, 1981), while nine studies pertain only to men (Arkowitz, Lichtenstein, McGovern, & Hines, 1975; Cacioppo, Glass, & Merluzzi, 1979; Clark & Arkowitz, 1975; Martinez-Diaz & Edelstein, 1980; Perri & Richards, 1979; Rehm & Marston, 1968; Twentyman & McFall, 1975; Wallander, Conger, Mariotto, 1980; Curran & Farrell, 1980). Four of the measures discussed in the assessment section involved responses of both men and women and two involved responses of men only. In the sex difference section, a measure specifically for females was mentioned. A problem with this measure is that the process of modifying the content of the items for women is unclear. The relationship of the construct of heterosocial performance as it applies to both men and women remains in question. The purpose of this study is to construct reliable, valid self-report measures, applicable to men and women (a) for assessing cognitive, skill, and anxiety variables relating to heterosocial performance and (b) for discerning differences in male and female responding with respect to these variables.

Gathering data on the factors constituting good and poor daters of each sex is important for developing treatment

programs concentrating on the specific aspects of performance in which members of each sex typically display deficiencies. This approach would maximize the efficiency of treatment in that redundant or sex-inappropriate aspects of performance would not be targeted for modification. In all areas of human functioning, therapies should be tailored to suit individual needs. Discerning differences related to the sex of an individual is a step toward reaching this goal.

Self-report measures serve as an easily implemented form of assessment when more direct measures of responding cannot be obtained. Therefore, this mode of assessment was selected for refinement in the present study. This is not to negate the importance of further developing direct behavioral measurement in this area. But concentration on direct behavioral measures of heterosocial functioning is beyond the scope of this study.

The present study differs from previous attempts to construct sex-appropriate measures in two important ways. First, the possibility that the construct of heterosocial performance differed for men and women was examined by gathering consensus on the items and statistically examining normative responding. Second, three constructs--heterosocial cognitions, skill, and anxiety were defined. Items were generated for each construct and incorporated as subscales of the measures. Sex differences among the dimensions of heterosocial performance may be determined by examining the content of items from each subscale included in the

male and female measures and examining trends in responding by sex.

METHOD

Explication of Constructs

The self-report measures in this study were comprised of items related to three subscales: cognitions, skill, and anxiety. Each of these was considered and treated as a separate construct. The experimenter initially defined each construct independently, then presented her definition to four judges for refinement and modification. The judges were two faculty members, one male and one female, and two second-year graduate students, one male and one female. The experimenter and judges together discussed the content of each definition until all parties reached a verbal agreement on a written definition of each construct. The resulting definitions were:

1. heterosocial cognition: specific self-statements and perceptions associated with a heterosocial interaction. For example: "He/she won't want to go out with me." "Nobody will ever find me attractive." "I'll say or do the wrong thing."

2. heterosocial skill: specific overt behaviors emitted by men and women associated with a heterosocial interaction. For example: amount of eye contact, amount of physical contact, amount of talking, posture, content of conversation, and type of dress.

3. heterosocial anxiety: physical discomfort in the form of rapid heartbeat, perspiration, nausea, headache, and disruption of elimination and/or negative emotions or feelings associated with a heterosocial interaction. For example: "I feel anxious." "I have butterflies in my stomach." "I feel jittery." Heterosocial anxiety differs from heterosocial cognitions in that the former is evidenced by statements of the respondent's feelings, while the latter is evidenced by statements referring to the respondent's performance or perceived ability to succeed in a heterosocial situation. The phrase "associated with a heterosocial interaction" in all of the above definitions means that heterosocial cognitions, skill, and anxiety may occur before, during, and after an interaction. The interaction itself may be an accidental encounter or an arranged date--any time when men and women interact.

Format of the Measure

The first page of the measure contained open-ended questions concerning sex, age, marital status, religion, and ethnic background. The three subscales were comprised of statements describing heterosocial situations. Subjects were to rate each statement as it applied to themselves on a nine-point Likert Scale. The anchors described specific thoughts, behaviors, or feelings of anxiety. The content of the anchors was varied so that respondents would not lose interest and consistently mark a certain number on

the scale regardless of the item. However, for every item, the value "1" represented a high degree of competence while the value "9" represented a low degree of competence. Items were not grouped according to their subscale, but instead presented in no special order throughout the measure (See Appendix A). No time limits were placed on the subjects as they completed the measure. The first iteration, containing 91 items, took approximately 50 minutes for completion. The second iteration, containing 67 items, took approximately 35 minutes for completion. The third iteration, containing 46 items, took approximately 15 minutes for completion.

Procedure I

Item Generation

The experimenter initially generated approximately 60 items for each subscale, based on the construct definitions and the experimenter's own perception of aspects involved in heterosocial performance as it pertains to both males and females. These items were submitted in random order to a panel of judges who were requested to rate each item as appropriate for inclusion in one of the three subscales, or inappropriate for inclusion in the measure as a whole. Additionally, judges simultaneously rated each item as more relevant to males, more relevant to females, or equally relevant to both sexes. Judges were first- and second- year Psychology graduate students at the University of the Pacific who volunteered to aid the experimenter. This judging process

was conducted in two separate one-hour sessions. Five males and eleven female judges were present for the first session while six males and five females were present for the second session. Judges ranged in age from 23 to 44 years. Before categorizing the items, the experimenter verbally informed the judges of the purpose of the study and presented in written form the three construct definitions. Judges were instructed to categorize the items independently and with no suggestions from the experimenter.

For an item to be placed in a certain subscale, 60% of the judges were required to agree on its categorization. For an item to be classified as male, female, or neutral, the same criterion was used. After this process, items which failed to meet this criterion were subjected to group discussion by the judges, then recategorized as stated above. At this point, items which did not meet the 60% criterion were eliminated.

At this stage, approximately 160 items remained. The experimenter and one of the judges, a female second-year Psychology graduate student who previously assisted in defining the constructs, then rated these items on a scale of one to five as best fitting each construct. This was done to construct a measure of reasonable length, one that subjects would be willing to complete, containing items that most clearly reflected the constructs. The 30 highest rated items in the skill and anxiety subscales and the 31

highest rated items in the cognition subscale were retained for the initial version of the measure (See Appendix A).

Subjects and Setting

Subjects came from three settings: Delta Junior College, the University of the Pacific, and a local shopping mall. Students at Delta Junior College were approached by the experimenter and asked to fill out a questionnaire on dating. The experimenter explained that evaluating the questionnaire was part of her master's thesis project. In this setting, it is estimated that approximately 90% of the students approached complied with the experimenter's request.

At the University of the Pacific, the experimenter obtained instructors' permission to distribute the measure in classes. The students were informed that the questionnaire was being evaluated as part of the experimenter's master's thesis project. When sufficient time was alotted for completion of the measure during class time, nearly 100% of the students complied. However, in one class where most students required more time for completion, approximately 50% of the questionnaires were returned. The experimenter also recruited University students by setting up a booth in the University Center. Signs were attached to the booth which stated: "What do you do when you meet someone of the opposite sex?!?! What do you think? How do you feel? Help me answer these questions by completing this anonymous questionnaire on dating. Thanks! University of the Pacific

Psychology Department." As students passed by the booth, the experimenter asked if they would like to fill out a questionnaire to help her finish her thesis. Of the students approached in this manner, approximately 50% complied with the request.

At the shopping mall, the same signs were attached to a booth and passersby were invited to complete the measure. People at the mall were offered a free piece of candy for every questionnaire completed. Participants in this setting were told that they would be assisting the experimenter in completing her thesis. Of the people approached in this setting, approximately 60% complied with the experimenter's request.

In the first subject sample, approximately half of the respondents were from the shopping mall and half from the University. In the second sample, approximately one third of the subjects came from each of the three settings. In the third sample, approximately two fifths of the subjects came from the mall, two fifths from the junior college, and one fifth from the University.

Iteration One

Females. Three hundred thirteen subjects, 202 women and 111 men, completed the first version of the measure. Female subjects ranged in age from 15 to 74 years old (Table 1). Of the 202 women participants, 166 were single, 31 married, and four divorced (Table 2). Additionally,

Table 1

Percentage of Female Respondents in Each Age Group

Iteration 1

Age	n	Percentage
15	2	1.0
16	6	3.0
17	7	3.5
18	12	5.9
19	41	20.3
20	39	19.3
21	29	14.4
22	17	8.4
23	5	2.5
24	6	3.0
25	5	2.5
26	1	0.5
27	2	1.0
28	2	1.0
30	2	1.0
31	2	1.0
33	2	1.0
34	2	1.0
35	2	1.0
36	3	1.5
37	1	0.5

Table 1 (continued)

Age	n	Percentage
38	3	1.5
39	2	1.0
42	1	0.5
44	1	0.5
45	1	0.5
53	1	0.5
56	1	0.5
59	1	0.5
60	2	1.0
74	1	0.5

Missing Cases = 0

Table 2

Percentage of Female Respondents by Marital Status

Iteration 1

Marital Status	n	Percentage
Single	166	82.6
Married	31	15.4
Divorced	4	2.0

Missing Cases = 1

respondents were categorized by religion (Table 3) and ethnic background (Table 4). Ten religious classifications were represented among females in this sample. The largest proportion, 40.1%, were Protestant with Catholics, 33.2%, as the second largest group of respondents. Nine ethnic backgrounds were present in this sample with Whites, 76.2%, representing the largest proportion.

Males. Male subjects ranged in age from 15 to 68 years old (Table 5). In this sample, 81 men were single, 21 married, and nine divorced (Table 6). Male respondents were also categorized by religion (Table 7) and ethnic background (Table 8). Eleven religious classifications were represented. The largest group of respondents, 40.7%, were Protestant. The second largest grouping was Catholics, 18.8%. The third largest grouping, 16.7%, were those people who responded "none" to this question. Seven ethnic backgrounds were represented with Whites, 73.3%, comprising the largest proportion.

Iteration Two

Females. Two hundred eighty-seven people, 145 women and 141 males, responded to the second versions of the measure (separate female and male versions at this point). The female subjects ranged in age from 14 to 47 years old (Table 9). Of these respondents, 132 were single, 10 married, and two divorced (Table 10). Tables 11 and 12 contain a description of the subjects by religion and ethnic background

Table 3

Percentage of Female Respondents by Religion

Iteration 1

Religion	n	Percentage
Catholic	64	33.2
Protestant	75	40.1
Jewish	10	5.3
Greek Orthodox	1	0.5
Atheist	1	0.5
Bhuddist	1	0.5
Mormon	3	1.6
Christian	16	8.6
Agnostic	2	1.1
None reported	14	7.5

Missing Cases = 15

Table 4

Percentage of Female Respondents by Ethnic Background

Iteration 1

Ethnic Background	n	Percentage
White	154	76.2
Black	5	2.5
Spanish Surname	19	9.4
Japanese	2	1.0
Chinese	2	1.0
Filipino	4	2.0
Other S.E. Asian	7	3.5
Indian	1	0.5
Mid Eastern	1	0.5

Missing Cases = 7

Table 5

Percentage of Male Respondents in Each Age Group

Iteration 1

Age	n	Percentage
15	1	0.9
17	2	1.8
18	7	6.3
19	15	13.5
20	11	9.9
21	19	17.1
22	6	5.4
23	5	4.5
24	4	3.6
25	1	0.9
26	3	2.7
27	6	5.4
28	2	1.8
31	4	3.6
33	5	4.5
34	2	1.8
35	4	3.6
36	2	1.8
38	1	0.9
40	2	1.8

Table 5 (continued)

Age	n	Percentage
42	1	0.9
44	2	1.8
45	1	0.9
47	1	0.9
48	1	0.9
63	2	1.8
68	1	0.9

Missing Cases = 0

Table 6

Percentage of Male Respondents by Marital Status

Iteration 1

Marital Status	n	Percentage
Single	81	73.0
Married	21	18.9
Divorced	9	8.1

Missing Cases = 0

Table 7

Percentage of Male Respondents by Religion

Iteration 1

Religion	n	Percentage
Catholic	18	18.8
Protestant	35	40.7
Jewish	6	6.3
Greek Orthodox	2	2.1
Atheist	1	1.0
Bhuddist	1	1.0
Mormon	3	3.1
Christian	12	12.5
Agnostic	1	1.0
None reported	16	16.7
Other	1	1.0

Missing Cases = 15

Table 8

Percentage of Male Respondents by Ethnic Background

Iteration 1

Ethnic Background	n	Percentage
White	77	73.3
Black	5	4.8
Spanish Surname	11	10.4
Japanese	2	1.9
Chinese	1	1.0
Filipino	2	1.9
Other S.E. Asian	7	6.7

Missing Cases = 6

Table 9

Percentage of Female Respondents in Each Age Group

Iteration 2

Age	n	Percentage
14	2	1.4
15	1	0.7
16	1	0.7
17	2	1.4
18	24	16.6
19	41	28.3
20	24	16.6
21	14	9.7
22	16	11.0
23	2	1.4
24	4	2.8
25	1	0.7
26	2	1.4
31	2	1.4
34	1	0.7
36	1	0.7
39	2	1.4
47	1	0.7

Missing Cases = 0

Table 10

Percentage of Female Respondents by Marital Status

Iteration 2

Marital Status	n	Percentage
Single	132	91.0
Married	10	6.9
Divorced	2	1.4

Missing Cases = 1

Table 11

Percentage of Female Respondents by Religion

Iteration 2

Religion	n	Percentage
Catholic	39	26.9
Protestant	28	23.5
Jewish	6	4.1
Greek Orthodox	1	0.1
Bhuddist	1	0.7
Mormon	2	1.4
Christian	20	13.8
Agnostic	1	0.7
None reported	11	7.6
Other	10	6.9

Missing Cases = 17

Table 12

Percentage of Female Respondents by Ethnic Background

Iteration 2

Ethnic Background	n	Percentage
White	102	70.3
Black	5	3.4
Spanish Surname	16	11.0
Japanese	2	1.4
Chinese	3	2.1
Filipino	3	2.1
Other S.E. Asian	6	4.1

Missing Cases = 8

respectively. Ten religious classifications were present in this sample. Catholics, 26.9%, represented the largest proportion of respondents, Protestants, 23.5%, the second largest proportion, and Christians, 13.8%, the third largest proportion. Seven ethnic backgrounds were represented with Whites, 70.3%, comprising the largest grouping.

Males. The male subjects had an age range of 16 to 58 years (Table 13). One hundred twenty-five of these men were single, nine married, and three divorced (Table 14). Tables 15 and 16 contain categorizations of male subjects by religion and ethnic background respectively. Nine religions were represented in this subject sample. The largest proportion of respondents, 31.9%, were Catholic, the second largest proportion, 29.1%, Protestant, and the third largest proportion, 9.9%, responded "none." Seven ethnic backgrounds were represented in this subject sample with the largest proportion, 58.2%, White.

Iteration Three

Females. Three hundred thirty-eight participants, 175 women and 163 men, completed the third versions of the measure (separate female and male versions). The female subjects ranged in age from 13 to 52 years old (Table 17). This sample was comprised of 143 single women, 23 married women, and eight divorced women (Table 18). Tables 19 and 20 describe this sample of women by religion and ethnic background respectively. Nine religious groupings were

Table 13

Percentage of Male Respondents in Each Age Group

Iteration 2

Age	n	Percentage
16	1	0.7
17	1	0.7
18	13	9.2
19	29	20.6
20	31	22.0
21	27	19.1
22	13	9.2
23	7	5.0
24	2	1.4
27	3	2.1
28	1	0.7
29	3	2.1
30	1	0.7
31	2	1.4
35	1	0.7
36	1	0.7
39	1	0.7
44	1	0.7
56	1	0.7
57	1	0.7
58	1	0.7

Missing Cases = 0

Table 14

Percentage of Male Respondents by Marital Status

Iteration 2

Marital Status	n	Percentage
Single	125	88.7
Married	9	6.4
Divorced	3	2.1

Missing Cases = 4

Table 15

Percentage of Male Respondents by Religion

Iteration 2

Religion	n	Percentage
Catholic	45	31.9
Protestant	41	29.1
Jewish	6	4.3
Atheist	3	2.1
Mormon	1	0.7
Christian	9	6.4
Agnostic	1	0.7
None reported	14	9.9
Other	6	4.3

Missing Cases = 15

Table 16

Percentage of Male Respondents by Ethnic Background

Iteration 2

Ethnic Background	n	Percentage
White	82	58.2
Black	13	9.2
Spanish Surname	27	19.1
Chinese	2	1.4
Filipino	1	0.7
Other S.E. Asian	7	5.0
Indian	2	1.4

Missing Cases = 7

Table 17

Percentage of Female Respondents in Each Age Group

Iteration 3

Age	n	Percentage
13	1	0.6
14	2	1.1
15	1	0.6
16	4	2.3
17	5	2.9
18	9	5.2
19	41	23.6
20	29	16.7
21	23	13.2
22	13	7.5
23	8	4.6
24	5	2.9
25	6	3.4
26	2	1.1
27	1	0.6
29	5	2.9
30	4	2.3
31	1	0.6
32	2	1.1

Table 17 (continued)

Age	n	Percentage
33	3	1.7
34	1	0.6
38	1	0.6
40	1	0.6
41	1	0.6
44	2	1.1
45	1	0.6
48	1	0.6
52	1	0.6

Missing Cases = 1

Table 18

Percentage of Female Respondents by Marital Status

Iteration 3

Marital Status	n	Percentage
Single	143	82.2
Married	23	13.2
Divorced	8	4.6

Missing Cases = 1

Table 19

Percentage of Female Respondents by Religion

Iteration 3

Religion	n	Percentage
Catholic	80	49.7
Protestant	39	22.3
Jewish	2	1.2
Bhuddist	3	1.9
Mormon	1	0.6
Christian	13	8.1
Agnostic	2	1.2
None reported	17	10.6
Other	4	2.5

Missing Cases = 14

Table 20

Percentage of Female Respondents by Ethnic Background

Iteration 3

Ethnic Background	n	Percentage
White	79	48.5
Black	11	6.7
Spanish Surname	47	27.2
Japanese	3	1.8
Chinese	6	3.7
Filipino	8	4.9
Other S.E. Asian	5	3.1
Indian	2	1.2

Missing Cases = 12

present in this sample with Catholics, 49.7%, representing the largest proportion, Protestants, 22.3%, the second largest proportion, and those persons responding "none", 10.6%, as the third largest proportion. Eight ethnic backgrounds were present in this sample. Whites, 48.5%, represented the largest group and those with Spanish surnames, 27.2%, represented the second largest group.

Males. The male subjects ranged in age from 16 to 47 years old (Table 21). In this sample, 145 men were single, 10 married, and four divorced (Table 22). Tables 23 and 24 contain categorizations of this sample by religion and ethnic background respectively. Ten religious categorizations were represented in this sample. The largest proportion were Catholic, 37.2%, the second largest proportion, Protestant, 19.0%, and the third largest proportion, Christian, 13.1%. Nine ethnic backgrounds were present in this sample of men. The largest proportion were White, 39.7%, the second largest proportion, those with Spanish surnames, 21.2%, and the third largest proportion, Black, 12.3%.

All Iterations

Females. A total of 522 women completed iterations one, two, and three of the measure. These women ranged in age from 13 to 74 years (Table 25). Of all the women sampled, 441 were single, 64 married, and 14 divorced (Table 26). Tables 27 and 28 report categorizations of all women by religion and ethnic background respectively. The largest

Table 21

Percentage of Male Respondents in Each Age Group

Iteration 3

Age	n	Percentage
16	2	1.2
17	6	3.7
18	12	7.4
19	29	17.9
20	24	14.8
21	29	17.9
22	10	6.2
23	16	9.9
24	7	4.3
25	5	3.1
26	4	2.5
27	2	1.2
28	5	3.1
29	4	2.5
30	3	1.9
31	1	0.6
32	1	0.6
37	1	0.6
47	1	0.6

Missing Cases = 1

Table 22

Percentage of Male Respondents by Marital Status

Iteration 3

Marital Status	n	Percentage
Single	145	91.2
Married	10	6.3
Divorced	4	2.5

Missing Cases = 4

Table 23

Percentage of Male Respondents by Religion

Iteration 3

Religion	n	Percentage
Catholic	51	37.2
Protestant	31	19.0
Jewish	2	1.5
Greek Orthodox	2	1.5
Atheist	1	0.7
Bhuddist	6	4.4
Christian	18	13.1
Agnostic	3	2.2
None Reported	16	11.7
Other	7	5.1

Missing Cases = 26

Table 24

Percentage of Male Respondents by Ethnic Background

Iteration 3

Ethnic Background	n	Percentage
White	58	39.7
Black	18	12.3
Spanish Surname	40	24.5
Japanese	3	2.1
Chinese	7	4.8
Filipino	3	2.1
Other S.E. Asian	9	6.2
Indian	1	0.7
Middle East	7	4.8

Missing Cases = 17

Table 25

Percentage of Female Respondents in Each Age Group

Iterations 1, 2, and 3

Age	n	Percentage
13	1	0.2
14	4	0.8
15	4	0.8
16	11	2.1
17	14	2.7
18	45	8.7
19	123	23.8
20	92	17.8
21	66	12.8
22	46	8.9
23	15	2.9
24	15	2.9
25	12	2.3
26	5	1.0
27	3	0.6
28	2	0.4
29	5	1.0
30	6	1.2
31	5	1.0
32	2	0.4
33	5	1.0

Table 25 (continued)

Age	n	Percentage
34	4	0.8
35	2	0.4
36	4	0.8
37	1	0.2
38	4	0.8
39	4	0.8
40	1	0.2
41	1	0.2
42	1	0.2
44	3	0.6
45	2	0.4
47	1	0.2
48	1	0.2
52	1	0.2
53	1	0.2
56	1	0.2
59	1	0.2
60	2	0.4
74	1	0.2

Missing Cases = 1

Table 26

Percentage of Female Respondents by Marital Status

Iterations 1, 2, and 3

Marital Status	n	Percentage
Single	441	84.5
Married	64	12.3
Divorced	14	2.7

Missing Cases = 3

Table 27

Percentage of Female Respondents by Religion

Iterations 1, 2, and 3

Religion	n	Percentage
Catholic	183	36.0
Protestant	142	28.0
Jewish	18	3.5
Greek Orthodox	2	0.4
Mormon	6	1.2
Christian	49	9.6
Atheist	1	0.2
Agnostic	5	1.0
None Reported	42	8.3
Other	14	2.8

Missing Cases = 46

Table 28

Percentage of Female Respondents by Ethnic Background

Iterations 1, 2, and 3

Ethnic Background	n	Percentage
White	335	64.4
Black	21	4.0
Spanish Surname	82	15.8
Japanese	7	1.3
Chinese	11	2.1
Filipino	15	2.9
Other S.E. Asian	18	3.5
Indian	3	0.6
Mid Eastern	1	0.2

Missing Cases = 27

proportion were Catholic, 36.0%, the second largest proportion, Protestant, 28.0%, and the third largest proportion, Christian, 9.6%. Nine ethnic backgrounds were represented in this total sample. Whites comprised the largest part, 64.4%, of all women with Spanish surnames, 15.8%, and Blacks, 4.0% as the second and third largest groups. Tables 27 and 28 contain more detailed information on these groupings.

Males. A total of 415 men completed all three versions of the measure. These men ranged in age from 15 to 68 years (Table 29). Of these men, 351 were single, 40 married, and 16 divorced. Tables 31 and 32 contain categorizations of this total sample by religion and ethnic background respectively. Nine religions were represented. Catholic was the largest religious group, 28.9%, with Protestant, 27.2%, and Christian, 9.9%, as the second and third largest groups. Nine ethnic backgrounds were represented with Whites comprising the largest group, 52.3%. The second and third largest groups were Spanish surnamed and Blacks, 18.8% and 8.7% respectively.

Procedure II

Scoring. In order to discern sex differences in responding within each of the three subscales, the initial measure was scored in the following manner. Data for males and females were considered separately. For all male subjects, the mean score was calculated for each item. The identical procedure was repeated for female subjects. These mean

Table 29

Percentage of Male Respondents in Each Age Group

Iterations 1, 2, and 3

Age	n	Percentage
15	1	0.2
16	3	0.7
17	9	2.2
18	32	7.7
19	73	17.6
20	66	15.9
21	75	18.1
22	29	7.0
23	28	6.7
24	13	3.1
25	6	1.4
26	7	1.7
27	11	2.7
28	8	1.9
29	7	1.7
30	4	1.0
31	7	1.7
32	1	0.2
33	5	1.2
34	2	0.5
35	5	1.2

Table 29 (continued)

Age	n	Percentage
36	3	0.7
37	1	0.2
38	1	0.2
39	1	0.2
40	2	0.5
42	1	0.2
44	3	0.7
45	1	0.2
47	2	0.5
48	1	0.2
56	1	0.2
57	1	0.2
58	1	0.2
63	2	0.5
68	1	0.2

Missing Cases = 1

Table 30

Percentage of Male Respondents by Marital Status

Iterations 1, 2, and 3

Marital Status	n	Percentage
Single	351	84.6
Married	40	9.6
Divorced	16	3.9

Missing Cases = 8

Table 31

Percentage of Male Respondents by Religion

Iterations 1, 2, and 3

Religion	n	Percentage
Catholic	114	28.9
Protestant	107	27.2
Jewish	14	3.6
Greek Orthodox	4	1.0
Mormon	4	1.0
Christian	39	9.9
Atheist	5	1.3
Agnostic	5	1.3
None Reported	46	11.7

Missing Cases = 56

Table 32

Percentage of Male Respondents by Ethnic Background

Iterations 1, 2, and 3

Ethnic Background	n	Percentage
White	217	52.3
Black	36	8.7
Spanish Surname	78	18.8
Japanese	5	1.2
Chinese	10	2.4
Filipino	6	1.4
Other S.E. Asian	23	5.5
Indian	3	0.7
Mid Eastern	7	1.7

Missing Cases = 30

scores, classified by sex, indicated on which items male and female subjects most often selected the appropriate responses. The criterion for determining appropriate responding was a mean value of five or less. The terms "appropriate" and "inappropriate" responding are used throughout this paper despite the argument that they reflect moral judgements on the part of the experimenter. The experimenter felt that if the respondents had been asked where they would like to be on the scale or what they thought were the best responses, they would have indicated the choices falling below five. For example, it is unlikely that many people would suggest that becoming sweaty and anxious in a heterosocial situation is an appropriate response. Items with mean scores falling below five represented those situations in which appropriate responding was the norm. When an item had a mean score above five it was omitted from inclusion in the second version of the measure since appropriate responding to that situation was unimportant. That is, if it was unnecessary for the respondents in this study, presumably a group of people experiencing little or no heterosocial difficulties, to exhibit high competence in certain situations, then the experimenter felt it unnecessary to include these situations in a questionnaire intended for clinical popultions since normative responding did not suggest remediation in these areas. In some cases, normative responding for males and females differed in that the mean score on an item for one sex was on the appropriate end of the scale while the mean

score for the other sex was on the inappropriate end of the scale. Consequently, appropriate responding to situations involved cognitions, skill, and anxiety was associated with men, women, or both men and women. At this point, separate scales for men and women were constructed. The male measure contained items most often endorsed appropriately by men and the female measure contained items most often endorsed appropriately by women. Items for which the mean male score and mean female score fell below five were included on the measures for both sexes. The subsequent composition of this measure is described in the result seciton.

Procedure III

Psychometric properties. For each of the three iterations of the measure, item-total correlations were calculated for each item in each subscale considered separately. Coefficient alpha was calculated for each of the three subscales on each iteration of the measure.

After data for the first iteration of the measure were analyzed, items with the highest item-total correlations were retained for the second iteration. After data for the second iteration were analyzed, coefficient alpha was calculated with one, two, three, etc. items removed until the fewest number of items remained with coefficient alpha at .90 or above. In all cases, male and female data were analyzed separately. On the first iteration, however,

psychometric properties were also determined based on male and female responses combined.

In summary, the first iteration served as an item selection phase in which the homogeneity of items was determined. Procedures in the second iteration were conducted in order to provide a scale with a manageable number of items while still meeting psychometric standards. The third iteration in which psychometric properties of the scale were determined served to further refine the constructs.

Procedure IV

Normative data. For each item appearing on the final male and female measures, the frequency of subjects endorsing each choice "1" through "9" was summed across all the iterations the items had appeared in. Chi Squares were calculated on data from the second iteration to determine differential responding between men and women. For each subscale on the third iteration, total scores were divided into nine different ranges and the number of respondents falling into each of these categories was calculated. The mean male and the mean female scores on each subscale of the third iteration were calculated by age, marital status, religion, and ethnic background.

RESULTS

Composition of the Male and Female Measures

Iteration Two

Separate male and female measures were constructed in

this stage of the experiment (See Appendix B). The male measure contained the same items appearing on the female version in addition to five male-only items. These items were retained from the first iteration since the average score for males on each item was less than 5.0 while this was not the case for females on these or any other items. All items on the first iteration referring to "bar situations" were excluded from the second iteration since many of the respondents were younger than the legal drinking age of 21 in California.

Iteration Three

For the final iteration, separate male and female measures were constructed (See appendix C). When the male and female data were analyzed separately for the second iteration, those items with the highest item-total correlation, were retained for the third version. Using this criterion, 36 items appeared on both the male and female measures. However, the last ten items on each measure were sex-specific. Five new female skill items were constructed based on the best items from the second itertion since even with 18 of the previous items, coefficient alpha was not .90 or above.

Psychometric Properties of the Measures

Iteration One

All respondents. Based on responses from both men and women, item-total correlations of the 31 items comprising

the original cognition subscale ranged from .30 to .71 with coefficient alpha equaling .93 (Table 33). Again, based on data from all respondents, item-total correlations on the 30 items comprising the original skill subscale ranged from -.24 to .62 with a coefficient alpha of .87 (Table 34). Item-total correlations for the original 30-item anxiety subscale, based on data from all respondents, ranged from .31 to .65 with coefficient alpha equaling .92 (Table 35).

Females. Based on responses of females only, item-total correlations for the original cognition subscale ranged from .30 to .74 with a coefficient alpha of .94 (Table 36). Item-total correlations for females on the original skill subscale ranged from -.25 to .65 with a coefficient alpha of .88 (Table 37). On the original anxiety subscale, item-total correlations for women ranged from .28 to .68 with a coefficient alpha of .91 (Table 38).

Males. Based on data from males only, item-total correlations for the original cognition subscale ranged from .24 to .69 with a coefficient alpha of .91 (Table 39). Item-total correlations for males on the original skill subscale ranged from -.19 to .62 with coefficient alpha equaling .86 (Table 40). Male item-total correlations for the original anxiety subscale ranged from .16 to .69 with a coefficient alpha of .91 (Table 41).

Table 33

Item-Total Correlations and Alpha If Item Deleted

Iteration 1 - Cognition Subscale - All Respondents

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
34	When I'm On A First Date I Keep Thinking I'm What?	.71	.93
37	I Would Or Would Never Have A Chance With Someone Attractive?	.69	.93
16	Whatever I Say In Return Will Be Interesting?	.64	.93
82	Some Are Some Aren't Popular	.63	.93
10	Think I'm Saying And Doing Wrong Thing?	.60	.93
22	Think My Partner Is Happy To Be With Me?	.60	.93
19	If I Ask Out They'll Say No?	.60	.93
25	If An Attractive Person Is Interested	.59	.93
70	If I Ask Someone To Dance They'll Say What?	.58	.93
28	If I Haven't Gone Out In Awhile?	.58	.93
67	If Someone Asks Me To Dance I Think I'll Look How?	.58	.93
46	If Someone Agrees To Go Out, I Think What?	.57	.93

Table 33 (continued)

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
76	If Someone Sounds Nice On The Phone	.56	.93
64	I Think How Much Better My Friends Are	.56	.93
13	When I Haven't Dated In Awhile I Think What?	.55	.93
55	If Someone Doesn't Want To Go Out It's Whose Loss?	.55	.93
31	If Someone Asks Me Out I Think Why Date Me?	.55	.93
40	I Think I'm Attractive And Desirable?	.54	.93
61	Admire Or Make Fun Of Me?	.54	.93
73	If I Go To A Bar And No One Talks To Me	.53	.93
91	When Someone Kisses Me	.53	.93
49	Friend Introduces Me To An Attractive Person	.51	.93
88	Date Doesn't Go Well Whose Fault?	.50	.93
85	Worry Nobody Asks Me To Dance?	.50	.93

Table 33 (continued)

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
52	Meet First Time Think Might Like To Date Me?	.49	.93
4	When I Talk To Someone I'm Attracted To	.48	.93
79	I Think I'll Never Be Popular	.47	.93
7	More Interested In Friend	.45	.93
43	Cancels Date Good Excuse?	.44	.93
58	Friends Set Up Date Could Be Fun?	.39	.93
1	Never Calls Back I Was Inadequate?	.30	.93

Coefficient Alpha of Scale = .93

Table 34

Item-Total Correlations and Alpha If Item Deleted

Iteration 1 - Skill Subscale - All Respondents

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
32	Difficult To Start Conversation?	.62	.86
77	Let Know Interested Get Point	.56	.86
65	Call For Date Complete Call?	.55	.86
47	Good Things To Say At Right Time?	.54	.87
11	When I Talk To Someone I Stutter?	.51	.87
80	Sit In Empty Seat Near Attractive Person?	.50	.87
23	Find Myself With Plenty To Say?	.50	.87
50	With Group People Quiet Or Talkative?	.50	.87
62	Restaurant Sit Next To Someone Attractive?	.49	.87
89	In Conversation Tend To Lean Toward Or Away From?	.48	.87
68	End Conversation Asking Out	.48	.87
44	At Party Go Out Of Way To Talk?	.47	.87
59	More Time Talking To Date Or Friends?	.47	.87

Table 34 (continued)

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
56	At Bar Start Conversation?	.47	.87
35	Easy Or Difficult To Touch?	.46	.87
14	Talks To Me Look At Them?	.46	.87
8	Long Periods Of Silence Or Conversation?	.45	.87
86	Professor/Supervisor Eye Contact	.45	.87
53	Bar Sit Near Or Far From Attractive Person?	.42	.87
20	When I Talk I Smile?	.42	.87
41	Let Know Interested Myself?	.40	.87
29	Lull In Conversation	.39	.87
71	How Much Attention When Talking?	.32	.87
2	Talk Much Less Than Partner	.32	.87
38	Someone Talks To Me Nod Head?	.30	.87
17	Laugh When Nothing To Laugh About?	.29	.87
26	Talking Posture	.28	.87
83	More Time Talking About Myself Or Partner?	.13	.87

Table 34 (continued)

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
74	Self-Disclose When First Meet?	.12	.88
5	Talk Much More Than Partner?	-.24	.88

Coefficient Alpha of Scale = .87

Table 35

Item-Total Correlations and Alpha If Item Deleted

Iteration 1 - Anxiety Subscale - All Respondents

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
78	If Alone With Someone Unfamiliar	.65	.91
39	When Near Attractive Person Feel How?	.64	.91
48	I Generally Feel	.63	.91
45	When I Ask For A Date I Feel How?	.63	.91
36	Around Unfamiliar People I Feel How?	.62	.91
63	Lump In Throat When I Talk To Someone Attractive?	.62	.91
60	If Someone Asks Me To Dance I Feel How?	.58	.91
69	Hour Before Date I Feel How?	.57	.91
24	Party Anxious Headache	.56	.91
66	If Someone buys Me A Drink I Feel How?	.55	.91
90	Asking For Coffee Makes Me Feel How?	.54	.91

Table 35 (continued)

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
33	If I Say Hello I Typically Feel How?	.51	.91
87	Headache Social Gatherings	.50	.91
54	Enjoy Dinner Or Can't Eat?	.50	.91
9	At Parties I Usually Feel How?	.49	.91
27	Talk Concerning School-Work	.48	.91
84	If An Attractive Stranger Asks The Time	.48	.91
15	When Phone For Date I Feel How?	.47	.91
57	Friends Talk About Dating	.46	.91
75	Eat Normally Or Lose Appetite?	.45	.91
3	Palms Get Sweaty?	.44	.91
12	If Someone Touches Me I Feel How?	.43	.91
51	Clothes Soaked From Perspiration	.40	.91
30	If Someone Refuses To Go Out With Me	.40	.91
18	If A Friend Introduces Me To Someone	.39	.91
81	Someone Attractive At Grocery Store	.38	.91

Table 35 (continued)

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
72	Go Bathroom More Frequently?	.37	.91
21	If I Go To A Bar To Meet Someone	.36	.91
42	The Longer I'm Around Someone	.36	.91
6	When I Think About Asking For Date I Feel How?	.31	.91

Coefficient Alpha of Scale = .92

Table 36

Item-Total Correlations and Alpha If Item Deleted

Iteration 1 - Cognition Subscale - Females

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
34	When I'm On A First Date I Keep Thinking I'm What?	.74	.94
37	I Would Or Would Never Have A Chance With Someone Attractive	.72	.94
16	Whatever I Say In Return Will Be Interesting?	.66	.94
82	Some Are some Aren't Popular	.64	.94
55	If Someone Doesn't Want to Go Out It's Whose Loss?	.63	.94
70	If I Ask Someone to Dance They'll Say What?	.62	.94
76	If Someone Sounds Nice On The Phone	.62	.94
46	If Someone Agrees to Go Out, I Think What?	.61	.94
67	If Someone Asks Me To Dance I Think I'll Look How?	.61	.94
28	If I Haven't Gone Out In Awhile	.60	.94

Table 36 (continued)

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
10	Think I'm Saying And Doing Wrong Thing	.60	.94
13	When I Haven't Dated In Awhile I Think What?	.60	.94
79	I Think I'll Never Be Popular	.60	.94
31	If Someone Asks Me Out I Think Why Date Me?	.59	.94
19	If I Ask Out They'll Say No?	.59	.94
22	Think My Partner Is Happy To Be With Me?	.58	.94
64	I Think How Much Better My Friends Are	.57	.94
40	I Think I'm Attractive And Desirable	.57	.94
73	If I Go To A Bar And No One Talks to Me	.56	.94
49	Friend Introduces Me To An Attractive Person	.55	.94
25	If An Attractive Person Is Interested	.55	.94
61	Admire Or Make Fun Of Me?	.54	.94

Table 36 (continued)

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Delted
52	Meet First Time Think Might Like To Date Me?	.53	.94
85	Worry Nobody Asks Me To Dance?	.53	.94
4	When I Talk To Someone I'm Attracted To	.51	.94
91	When Someone Kisses Me	.51	.94
43	Cancels Date Good Excuse?	.50	.94
88	Date Doesn't Go Well Whose Fault?	.50	.94
7	More Interested In Friend	.45	.94
58	Friends Set Up Date Could Be Fun?	.43	.94
1	Never Calls Back I Was Inadequate?	.30	.94

Coefficient Alpha of Scale = .94

Table 37

Item-Total Correlations and Alpha If Item Deleted

Iteration 1 - Skill Subscale - Females

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
32	Difficult To Start Conversation?	.65	.87
47	Good Things To Say At Right Time	.58	.87
77	Let Know Interested Get Point Across	.57	.87
80	Sit In Empty Seat Near Attractive Person?	.56	.87
65	Call For Date Complete Call?	.55	.87
50	With Group People Quiet Or Talkative?	.54	.87
44	At Party Go Out Of Way To Talk?	.52	.87
68	End Conversation Asking Out	.50	.88
62	Restaurant Sit Next to Someone Attractive?	.50	.88
11	When I Talk To Someone I Stutter?	.49	.88
59	More Time Talking To Date Or Friends?	.49	.88
35	Easy Or Difficult To Touch?	.49	.88
86	Professor/Supervisor Eye Contact	.48	.88

Table 37 (continued)

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
89	In Conversation Tend To Lean Toward Or Away From?	.47	.88
8	Long Periods Of Silence Or Conversation?	.46	.88
14	Talks To Me Look At Them?	.45	.88
23	Find Myself With Plenty To Say?	.45	.88
56	At Bar Start Conversation	.45	.88
41	Let Know Interested Myself?	.41	.88
20	When I Talk I Smile?	.41	.88
29	Lull In Conversation	.40	.88
2	Talk Much Less Than Partner	.39	.88
53	Bar Sit Near Or Far From Attractive Person	.39	.88
38	Someone Talk To Me Nod Head?	.35	.88
17	Laugh When Nothing To Laugh About	.31	.88
71	How Much Attention When Talking?	.31	.88
26	Talking Posture	.27	.88
74	Self-Disclose When First Meet?	.18	.88
83	More Time Talking About Myself Or Partner?	.12	.88

Table 37 (continued)

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
5	Talk Much More Than Partner	-.25	.89

Coefficient Alpha of Scale = .88

Table 38

Item-Total Correlations and Alpha If Item Deleted

Iteration 1 - Anxiety Subscale - Females

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
39	When Near Attractive Person Feel How?	.70	.91
48	I Generally Feel	.69	.91
45	When I Ask For A Date I Feel How?	.68	.91
78	If Alone With Someone Unfamiliar	.67	.91
60	If Someone Asks Me To Dance I Feel How?	.61	.91
63	Lump In Throat When I Talk To Someone Attractive?	.60	.91
36	Around Unfamiliar People I Feel How?	.58	.91
33	If I Say Hello I Typically Feel How?	.56	.91
69	Hour Before Date I Feel How?	.54	.91
90	Asking For Coffee Makes Me Feel How?	.53	.91
24	Party Anxious Headache	.52	.91

Table 38 (continued)

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
66	If Someone Buys Me A Drink I Feel How?	.51	.91
54	Enjoy Dinner Or Can't Eat?	.51	.91
15	When Phone For Date I Feel How?	.49	.91
9	At Parties I Usually Feel How?	.48	.91
3	Palms Get Sweaty?	.48	.91
84	If An Attractive Stranger Asks The Time	.47	.91
81	Someone Attractive At Grocery Store	.47	.91
27	Talk Concerning School-Work	.46	.91
87	Headache Social Gatherings	.46	.91
75	Eat Normally Or Lose Appetite	.44	.91
57	Friends Talk About Dating	.43	.91
30	If Someone Refuses To Go Out With Me	.40	.91
51	Clothes Soaked From Perspiration	.38	.91
42	The Longer I'm Around Someone	.38	.91
12	If Someone Touches Me I Feel How?	.37	.91
21	If I Go To A Bar To Meet Someone	.36	.91

Table 38 (continued)

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
72	Go Bathroom More Frequently?	.32	.91
18	If A Friend Introduces Me To Someone	.28	.91
6	When I Think About Asking For Date I Feel How?	.28	.91

Coefficient Alpha of Scale = .91

Table 39

Item-Total Correlations and Alpha If Item Deleted

Iteration 1 - Cognition Subscale - Males

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
22	Think My Partner Is Happy To Be With Me?	.69	.90
25	If An Attractive Person Is Interested	.65	.90
34	When I'm On A First Date I Keep thinking I'm What?	.64	.90
37	I Would Or Would Never Have A Chance With Someone Attractive	.61	.90
19	If I Ask Out They'll Say No?	.61	.90
91	When Someone Kisses Me	.61	.90
16	Whatever I Say In Return Will Be Interesting?	.60	.90
10	Think I'm Saying And Doing Wrong Thing?	.58	.90
82	Some Are Some Aren't Popular	.58	.90
46	If Someone Agrees To Go Out, I Think What?	.54	.91
61	Admire Or Make Fun Of Me?	.53	.91
64	I Think How Much Better My Friends Are	.50	.91

Table 39 (continued)

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
67	If Someone Asks Me To Dance I Think I'll Look How?	.50	.91
40	I Think I'm Attractive And Desirable?	.49	.91
88	Date Doesn't Go Well Whose Fault?	.48	.91
49	Friend Introduces Me To An Attractive Person	.48	.91
28	If I Haven't Gone Out In A While	.48	.91
70	If I Ask Someone To Dance They'll Say What?	.47	.91
76	If Someone Sounds Nice On The Phone	.47	.91
7	More Interested In Friend	.44	.91
73	If I Go To A Bar And No One Talks To Me	.43	.91
31	If Someone Asks Me Out I Think, Why Date Me?	.43	.91
55	If Someone Doesn't Want To Go Out It's Whose Loss?	.42	.91

Table 39 (continued)

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
13	When I Haven't Dated In Awhile I Think What?	.40	.91
4	When I Talk To Someone I'm Attracted To	.38	.91
85	Worry Nobody Asks Me To Dance?	.37	.91
52	Meet First Time Think Might Like To Date Me?	.34	.91
43	Cancels Date Good Excuse?	.33	.91
1	Never Calls Back I Was Inadequate?	.31	.91
58	Friends Set Up Date Could Be Fun?	.27	.91
79	I Think I'll Never Be Popular	.24	.91

Coefficient Alpha of Scale = .91

Table 40

Item-Total Correlations and Alpha If Item Deleted

Iteration 1 - Skill Subscale - Males

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
23	Find Myself With Plenty To Say?	.62	.84
65	Call For Date Complete Call?	.56	.85
11	When I Talk To Someone I Stutter?	.56	.85
32	Difficult To Start Conversation?	.55	.85
89	In Conversation Tend To Lean Toward Or Away From	.53	.85
20	When I Talk I Smile?	.49	.85
56	At Bar Start Conversation	.48	.85
8	Long Periods Of Silence Or Conversation?	.49	.85
77	Let Know Interested Get Point Across	.49	.85
14	Talks To Me Look At Them?	.49	.85
53	Bar Sit Near Or Far From Attractive Person?	.47	.85
62	Restaurant Sit Next to Someone Attractive?	.46	.85

Table 40 (continued)

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
35	Easy Or Difficult to Touch?	.45	.85
50	With Group People Quiet Or Talkative?	.42	.85
68	End Conversation Asking Out	.42	.85
47	Good Things To Say At Right Time	.42	.85
59	More Time Talking To Date Or Friends?	.40	.85
71	How Much Attention When Talking?	.40	.85
44	At Party Go Out Of Way To Talk?	.39	.85
29	Lull In Conversation	.37	.85
41	Let Know Interested Myself?	.36	.85
80	Sit In Empty Seat Near Attractive Person?	.33	.85
86	Professor/Supervisor Eye Contact	.33	.85
26	Talking Posture	.33	.85
38	Someone Talks To Me Nod Head?	.29	.85
2	Talk Much Less Than Partner	.22	.86
17	Laugh When Nothing To Laugh About	.21	.86

Table 40 (continued)

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
83	More Time Talking About Myself Or Partner?	.11	.86
74	Self-Disclose When First Meet?	.02	.86
5	Talk Much More Than Partner	.19	.87

Coefficient Alpha of Scale = .86

Table 41

Item-Total Correlations and Alpha If Item Deleted

Iteration 1 - Anxiety Subscale - Males

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
36	Around Unfamiliar People I Feel How?	.69	.91
63	Lump In Throat When I Talk To Someone Attractive	.65	.91
57	Friends Talk About Dating	.60	.91
24	Party Anxious Headache	.59	.91
18	If A Friend Introduces Me To Someone	.58	.91
87	Headache Social Gatherings	.58	.91
66	If Someone Buys Me A Drink I Feel How?	.56	.91
69	Hour Before Date I Feel How?	.56	.91
78	If Alone With Someone Unfamiliar	.56	.91
27	Talk Concerning School-Work	.54	.91
60	If Someone Asks Me To Dance I Feel How?	.53	.91
48	I Generally Feel	.53	.91
84	If An Attractive Stranger Asks The Time	.53	.91

Table 41 (continued)

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
33	If I Say Hello I Typically Feel How?	.53	.91
90	Asking For Coffee Makes Me Feel How?	.52	.91
12	If Someone Touches Me I Feel How?	.51	.91
51	Clothes Soaked From Perspiration	.50	.91
45	When I Ask For A Date I Feel How?	.49	.91
39	When Near Attractive Person Feel How?	.48	.91
72	Go Bathroom More Frequently	.46	.91
9	At Parties I Usually Feel How?	.46	.91
54	Enjoy Dinner Or Can't Eat?	.44	.91
42	The Longer I'm Around Someone	.43	.91
3	Palms Get Sweaty?	.39	.91
15	When Phone For Date I Feel How?	.37	.91
30	If Someone Refuses to Go Out With Me	.35	.91

Table 41 (continued)

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
21	If I Go To A Bar To Meet Someone	.35	.91
75	Eat Normally Or Lose Appetite	.33	.91
6	When I Think About Asking For Date I Feel How?	.26	.91
81	Someone Attractive At Grocery Store	.16	.91

Coefficient Alpha of Scale = .91

Iteration Two

Females. Based on female responses, item-total correlations for the 20-item cognition subscale ranged from .38 to .72 with a coefficient alpha of .93 (Table 42). Item-total correlations for the 20-item skill subscale ranged from .42 to .63 with coefficient alpha equaling .90 (Table 43). Item-total correlations for the 21-item anxiety subscale ranged from .38 to .68 with a coefficient alpha of .91 (Table 44).

In order to maximize the probability of obtaining a coefficient alpha of .90 or above for each female subscale on the third iteration of the measure while retaining the fewest number of items above 14, coefficient alpha was calculated for 15 and 16-item cognition subscales; 16, 17, and 18-item skill subscales; and 15, 16, and 17-item anxiety subscales. Coefficient alpha for the 15 and 16-item cognition subscales was .93 and .94 respectively. Coefficient alpha for the 16, 17, and 18-item skill subscales was .88, .89, and .89 respectively. Coefficient alpha for the 15, 16, and 17-item anxiety subscales were .90, .90, and .90 respectively. Based on this information, the female measure of the third iteration contained 15 cognitive items, 15 skill items (with new items developed), and 16 anxiety items.

Males. Based on male responses, item-total correlations for the 23-item cognition subscale for males ranged from

Table 42

Item-Total Correlations and Alpha If Item Deleted

Iteration 2 - Cognition Subscale - Females

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
32	I Would Or Would Never Have A Chance With Someone Attractive	.72	.92
37	If Someone Agrees To Go Out, I Think What?	.69	.92
12	If I Ask Out They'll Say No?	.69	.92
14	Think My Partner Is Happy To Be With Me?	.68	.92
60	Some Are Some Aren't Popular	.67	.92
54	If I Ask Someone To Dance They'll Say What?	.66	.92
29	When I'm On A First Date I Keep Thinking I'm What?	.66	.92
34	I Think I'm Attractive And Desirable?	.64	.92
23	If An Attractive Person Is Interested	.63	.92
48	Admire Or Make Fun Of Me?	.62	.92
67	When Someone Kisses Me	.60	.92

Table 42 (continued)

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
40	Friend Introduces Me To An Attractive Person	.59	.92
52	If Someone Asks Me To Dance I Think I'll Look How?	.59	.92
7	When I Haven't Dated In Awhile I Think What?	.58	.92
10	Whatever I Say In Return Will Be Interesting?	.58	.92
4	Think I'm Saying And Doing Wrong Thing?	.58	.92
56	If Someone Sounds Nice On The Phone	.52	.92
26	If Someone Asks Me Out I Think, Why Date Me?	.52	.93
44	If Someone Doesn't Want To Go Out It's Whose Loss?	.46	.93
62	Worry Nobody Asks Me To Dance?	.38	.93

Coefficient Alpha of Scale = .93

Table 43

Item-Total Correlations and Alpha If Item Deleted

Iteration 2 - Skill Subscale - Females

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
38	Good Things To Say At Right Time?	.63	.89
57	Let Know Interested Get Point Across	.62	.89
27	Difficult To Start Conversation?	.61	.89
21	Find Myself With Plenty To Say?	.60	.89
36	At Party Go Out Of Way To Talk?	.59	.89
41	With Group Unknown People Quiet Or Talkative?	.57	.89
51	Call For Date Complete Call?	.57	.89
5	When I Talk To Someone I Stutter?	.55	.89
49	Sit Near Attractive Person In Restaurant	.54	.89
65	Tend To Lean Toward Attractive Person	.54	.89
35	Let Other Know I'm Interested Myself?	.51	.89
8	Talks To Me Look At Them?	.51	.89

Table 43 (continued)

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
30	Easy Or Difficult To Touch?	.50	.89
59	Sit In Empty Seat Near Attractive Person?	.48	.89
63	Attractive Prof Of Opposite Sex Eye Contact	.48	.89
25	Lull In Conversation	.46	.90
13	When I Talk I Smile?	.46	.90
2	Long Periods Of Silence Or Conversation?	.44	.90
53	End Conversation Asking Out	.44	.90
46	More Time Talking to Date Or Friends?	.42	.90

Coefficient Alpha of Scale = .90

Table 44

Item-Total Correlations and Alpha If Item Deleted

Iteration 2 - Anxiety Subscale - Females

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
58	If Alone With Someone Unfamiliar	.68	.89
28	If I Say Hello I Typically Feel How?	.66	.89
31	Around Unfamiliar People I Feel How?	.66	.89
39	When Around Others Generally Feel?	.63	.90
50	Lump In Throat When I Talk To Attractive Person	.61	.90
33	When Near Attractive Person Feel How?	.61	.90
61	If An Attractive Stranger Asks The Time?	.59	.90
22	Party Anxious Headache	.59	.90
47	If Someone Asks Me To Dance I Feel How?	.59	.90
43	Enjoy Dinner Or Can't Eat?	.59	.90
45	Friends Talk About Dating	.58	.90

Table 44 (continued)

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
66	Ask Attractive Person To Coffee Makes Me Feel?	.57	.90
64	Headache Social Gatherings	.55	.90
55	Eat Normally Or Lose Appetite?	.50	.90
42	Clothes Soaked From Perspiration	.50	.90
24	Talk Concern School-Work	.47	.90
3	At Parties I Usually Feel How?	.44	.90
1	Palms Get Sweaty?	.44	.90
9	When Phone For Date I Feel How?	.43	.90
6	If Someone Touches Me I Feel How?	.40	.90
11	If A Friend Introduces Me To Someone	.38	.90

Coefficient Alpha of Scale = .91

.35 to .73 with coefficient alpha equaling .92 (Table 45). Item-total correlations for the 20-item skill subscale for males ranged from .42 to .67 with a coefficient alpha of .91 (Table 46). Item-total correlations for the 24-item anxiety subscale for males ranged from .36 to .73 with coefficient alpha equaling .92 (Table 47).

Coefficient alpha was calculated for the male subscales with items with the poorest item-total correlations successively removed. Coefficient alpha for the 15, 16, 17, 18, 19, 20, 21, and 22-item cognition subscale was .91, .91, .91, .91, .91, .92, .92, and .92 respectively. Coefficient alpha for the 15, 16, 17, 18, and 19-item skill subscale was .90, .90, .91, .91, and .91 respectively. Coefficient alpha for the 15, 16, 17, 18, 19, 20, 21, 22, and 23-item anxiety subscales was .91, .92, .92, .92, .92, .92, .92, .92, and .92 respectively. Based on this information, the male measure in the third iteration contained 15 cognitive items, 16 skill items, and 15 anxiety items.

Iteration Three

Females. Based on female data, item-total correlations for the 15-item cognition subscale ranged from .30 to .73 with a coefficient alpha of .90 (Table 48). Item-total correlations for the 15-item skill subscale ranged from .31 to .72 with coefficient alpha equaling .88 (Table 49). Item-total correlations for the 16-item anxiety subscale ranged from .40 to .74 with a coefficient alpha of .88 (Table 50).

Table 45

Item-Total Correlations and Alpha If Item Deleted

Iteration 2 - Cognition Subscale - Males

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
32	I Would Or Would Never Have A Chance With Someone Attractive	.73	.91
12	If I Ask Out They'll Say No?	.67	.91
54	If I Ask Someone To Dance They'll Say What?	.66	.91
37	If Someone Agrees To Go Out, I Think What?	.62	.91
29	When I'm On A First Date I Keep Thinking I'm What?	.60	.91
14	Think My Partner Is Happy To Be With Me?	.60	.91
52	If Someone Asks Me To Dance I Think I'll Look How?	.59	.91
60	Some Are Some Aren't Popular	.59	.91
34	I Think I'm Attractive And Desirable?	.57	.91
67	When Someone Kisses Me	.56	.91
23	If An Attractive Person Is Interested	.56	.91

Table 45 (continued)

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
7	When I Haven't Dated In Awhile I Think What?	.55	.91
4	Think I'm Saying And Doing Wrong Thing	.55	.91
48	Admire Or Make Fun Of Me?	.54	.91
10	Whatever I Say In Return Will Be Interesting?	.53	.91
15	If I Haven't Gone Out In Awhile	.51	.91
56	If Someone Sounds Nice On The Phone	.50	.91
62	Worry Nobody Asks To Dance?	.49	.91
44	If Someone Doesn't Want To Go Out It's Whose Loss?	.47	.92
40	Friend Introduces Me To An Attractive Person	.46	.92
18	I Think How Much Better My Friends Are	.44	.92
26	If Someone Asks Me Out I Think How Much Better	.44	.92
20	Doesn't Go Well Whose Fault?	.35	.92

Coefficient Alpha of Scale = .92

Table 46

Item-Total Correlations and Alpha If Item Deleted

Iteration 2 - Skill Subscale - Males

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
38	Good Things To Say At Right Time?	.67	.90
21	Find Myself With Plenty To Say?	.61	.91
5	When I Talk To Someone I Stutter?	.61	.91
27	Difficult To Start Conversation	.60	.91
51	Call For Date Complete Call?	.59	.91
57	Let Know Interested Get Point Across	.59	.91
41	With Group Unknown People Quiet Or Talkative?	.59	.91
59	Sit In Empty Seat Near Attractive Person?	.59	.91
30	Easy Or Difficult To Touch?	.58	.91
65	Tend To Lean Toward Attractive Person	.56	.91
53	End Conversation Asking Out	.55	.91
49	Sit Near Attractive Person In Restaurant	.55	.91

Table 46 (continued)

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
35	Let Other Know I'm Interested Myself?	.55	.91
63	Attractive Prof/Supervisor Of Opposite Sex Eye Contact	.54	.91
46	More Time Talking to Date Or Friends?	.53	.91
25	Lull In Conversation	.53	.91
13	When I Talk I Smile?	.50	.91
8	Talks To Me Look At Them?	.48	.91
2	Long Periods Of Silence Or Conversation?	.42	.91

Coefficient Alpha of Scale = .91

Table 47

Item-Total Correlations and Alpha If Item Deleted

Iteration 2 - Anxiety Subscale - Males

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
58	If Alone With Someone Unfamiliar	.73	.92
31	Around Unfamiliar People I Feel How?	.67	.92
28	If I Say Hello I Typically Feel How?	.64	.92
47	If Someone Asks Me To Dance I Feel How?	.64	.92
17	When I Ask For A Date I Feel How?	.64	.92
61	If An Attractive Stranger Asks The Time	.64	.92
22	Party Anxious Headache	.60	.92
50	Lump In Throat When I Talk To Attractive Person	.59	.92
39	When Around Others Generally Feel?	.59	.92
64	Headache Social Gatherings	.59	.92
43	Enjoy Dinner Or Can't Eat?	.59	.92
66	Ask Attractive Person To Coffee Makes Me Feel?	.58	.92

Table 47 (continued)

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
9	When Phone For Date I Feel How?	.57	.92
33	When Near Attractive Person Feel How?	.57	.92
45	Friends talk About Dating	.57	.92
42	Clothes Soaked With Perspiration	.57	.92
55	Eat Normally Or Lose Appetite?	.54	.92
16	If Someone Refuses To Go Out With Me	.50	.92
3	At Parties I Usually Feel How?	.49	.92
1	Palms Get Sweaty?	.49	.92
24	Talk Concern School-Work	.44	.92
19	Hour Before Date I Feel How?	.43	.92
11	If A Friend Introduces Me To Someone	.39	.92
6	If Someone Touches Me I Feel How?	.36	.92

Coefficient Alpha of Scale = .92

Table 48

Item-Total Correlations and Alpha If Item Deleted

Iteration 3 - Cognition Subscale - Females

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
13	I Would Or Would Never Have A Chance With Attractive Person?	.73	.89
24	Admire Or Make Fun Of Me?	.71	.89
8	If An Attractive Person Is Interested	.68	.89
28	If I Ask Someone To Dance They'll Say What?	.66	.89
31	Some Are Some Aren't Popular	.66	.89
11	When I'm On A First Date I Keep Thinking I'm What?	.63	.89
15	I Think I'm Attractive And Desirable?	.61	.90
36	When Someone Kisses Me	.61	.90
3	Whatever I Say In Return Will Be Interesting?	.60	.90
17	If Someone Agrees To Go Out I Think What?	.59	.90
5	I Think My Partner Is Happy To Be With Me?	.54	.90

Table 48 (continued)

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
4	If I Ask Out They'll Say No	.54	.90
2	When I Haven't Dated In Awhile I Think What?	.52	.90
1	Think I'm Saying And Doing The Wrong Thing	.47	.90
40	Friend Introduces Me To Attractive Person	.30	.91

Coefficient Alpha of Scale = .90

Table 49

Item-Total Correlations and Alpha If Item Deleted

Iteration 3 - Skill Subscale - Females

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
46	At Party I Have What To Say To Attractive Person?	.72	.87
42	At Party Introduce Myself To Men?	.64	.87
18	Good Things To Say At Right Time?	.61	87
45	Working With A Man I'd Like To Know Better	.60	.87
38	Talks To Me Look At Them?	.57	.87
29	Let Know Interested Get Point Across	.57	.87
43	Can Determine Whether Men Are Attracted?	.56	.87
9	Difficult To Start Conversation	.56	.87
44	To Get Acquainted Look In His Direction	.56	.87
20	With Group Unknown People Quiet Or Talkative?	.55	.87
34	Tend To Lean Toward Attractive Person	.51	.87

Table 49 (continued)

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
16	Party Go Out Of Way	.50	.88
6	Find Myself With Plenty To Say?	.48	.88
25	Sit Near Attractive Person In Restaurant	.41	.88
27	Call For Date Complete Call?	.31	.89

Coefficient Alpha of Scale = .88

Table 50

Item-Total Correlations and Alpha If Item Deleted

Iteration 3 - Anxiety Subscale - Females

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
19	When Around Others Generally Feel?	.74	.87
26	Lump In Throat When Talk To Attractive Person	.60	.87
30	If Alone With Someone Unfamiliar	.59	.87
10	If I Say Hello I Typically Feel How?	.58	.87
22	Friends Talk About Dating	.57	.87
14	When Near Attractive Person Feel How?	.56	.87
33	Headache Social Gatherings	.56	.87
12	Around Unfamiliar People I Feel How?	.56	.87
35	Ask Attractive Person To Coffee Makes Me Feel	.52	.88
39	Talk Concerning School-Work	.50	.88
23	If Someone Asks Me to Dance I Feel How?	.50	.88

Table 50 (continued)

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
32	If An Attractive Stranger Asks The Time	.49	.88
41	Eat Normally Or Lose Appetite?	.48	.88
21	Enjoy Dinner Or Can't Eat?	.46	.88
37	If Someone Touches Me I Feel How?	.45	.88
7	Party Anxious Headache	.40	.88

Coefficient Alpha of Scale = .88

Males. Based on male data, item-total correlations for the 15-item cognition subscale ranged from .37 to .68 with a coefficient alpha of .88 (Table 51). Item-total correlations for the 16-item skill subscale ranged from .30 to .64 with coefficient alpha equaling .86 (Table 52). Item-total correlations for the 15-item anxiety subscale ranged from .40 to .68 with a coefficient alpha of .88 (Table 53).

Normative Data

Figures 1 through 56 depict the pattern of responding described in the following report of each individual item appearing on the third iteration. However, the figures are presented in order of their appearance in the measure, while the items are grouped below according to subscale.

Cognition Subscale

Item 1: When I am out on a date, I often think I'm saying and doing the right/wrong thing. There was no significant difference between women's and men's responses to this item on the second iteration. The largest group of females, 38%, evenly divided their responses between answers "3" and "4" while the majority of males, 26%, selected "3". Fifty-nine percent of the women scored below "5" and 21% scored above "5". Of the men, 81% scored below "5" and 14% scored above this mark. This suggests that both men and women are fairly certain they would say the right thing when on a date.

Table 51

Item-Total Correlations and Alpha If Item Deleted

Iteration 3 - Cognition Subscale - Males

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
13	I Would or Would Never Have A Chance With Attractive Person?	.68	.87
31	Some Are Some Aren't Popular	.66	.87
15	I Think I'm Attractive And Desirable?	.64	.87
5	I Think My Partner Is Happy To Be With Me?	.63	.87
4	If I Ask Out They'll Say No?	.62	.87
24	Admire Or Make Fun Of Me?	.60	.87
11	When I'm On A First Date, I Keep Thinking I'm	.59	.88
36	When Someone Kisses Me	.56	.88
17	If Someone Agrees To Go Out I Think What?	.55	.88
8	If An Attractive Person Is Interested	.51	.88
2	When I Haven't Dated In Awhile I Think What?	.50	.88
1	Think I'm Saying And Doing Wrong Thing	.49	.88

Table 51 (continued)

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
3	Whatever I Say In Return Will Be Interesting	.43	.88
28	If I Ask Someone To Dance They'll Say What?	.38	.88
43	If Someone Asks Me To Dance I Think I'll Look How?	.37	.88

Coefficient Alpha of Scale = .88

Table 52

Item-Total Correlations and Alpha If Item Deleted

Iteration 3 - Skill Subscale - Males

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
29	Let Know Interested Get Point Across	.64	.84
40	Easy Or Difficult To Touch?	.61	.84
6	Find Myself With Plenty To Say?	.58	.84
37	When I Talk To Someone I Stutter	.56	.85
34	Tend To Lean Toward Attractive Person	.52	.85
18	Good Things To Say At Right Time?	.51	.85
46	Attractive Prof Of Opposite Sex/Eye Contact	.50	.85
27	Call For Date Complete Call?	.49	.85
9	Difficult To Start Conversation	.46	.85
16	Party Go Out Of Way	.45	.85
41	Let Other Know I'm Interested Myself?	.45	.85
25	Sit Near Attractive Person In Restaurant	.45	.85

Table 52 (continued)

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
45	Sit In Empty Seat Near Attractive Person	.42	.85
20	With Group Unknown People Quiet Or Talkative?	.40	.85
42	More Time Talking To Date Or Friends?	.37	.85
44	End Conversation Asking Out	.30	.86

Coefficient Alpha of Scale = .86

Table 53

Item-Total Correlations and Alpha If Item Deleted

Iteration 3 - Anxiety Subscale - Males

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
30	If Alone With Someone Unfamiliar	.68	.86
14	When Near Attractive Person Feel How?	.65	.86
26	Lump In Throat When Talk To Attractive Person	.65	.86
38	When Phone For Date I Feel How?	.61	.86
39	When I Ask For A Date I Feel How?	.56	.87
12	Around Unfamiliar People I Feel How?	.56	.87
32	If An Attractive Stranger Asks The Time	.52	.87
7	Party Anxious Headache	.49	.87
10	If I Say Hello I Typically Feel How?	.48	.87
23	If Someone Asks Me To Dance I Feel How?	.47	.87
19	When Around Others Generally Feel?	.46	.87

Table 53 (continued)

No.	Item	Item-Total Correlations	Coefficient Alpha If Item Deleted
35	Ask Attractive Person To Coffee Makes Me Feel	.45	.87
33	Headache Social Gatherings	.43	.87
21	Enjoy Dinner Or Can't Eat?	.41	.87
22	Friends Talk About Dating	.40	.87

Coefficient Alpha of Scale = .88

Item 2: When I haven't dated in awhile, I think that things will get better/nobody will ever be interested in me. Although men were slightly more positive in their future expectations for dating, there was no significant sex difference on this item. The largest group of women, 17%, selected choice "3" while the largest group of men, 21%, selected choice "1" with choice "3" as the second most commonly endorsed choice, 20%. Of the women, 57% scored below "5" with 28% scoring above "5". Of the men, 71% scored below "5" and 18% scored above.

Item 3: If someone desirable talks to me, I usually think whatever I say in return will be very interesting/very boring. There was a significant difference between male and female responses (Chi Square = 18.44, $p < .02$) on this item with males displaying more confidence in their ability to say something interesting to someone they find attractive. Only 49% of female responses fell between choices "1" and "4" while 62% of the male responses did the same. For women, 20% of the responses fell between "6" and "9" while 13% of the male responses did the same.

Item 4: If I ask someone out, I usually think they will say yes/no. There was no significant sex difference on this item. The largest number of females, 18%, and males, 16%, seemed to think that their chances of someone agreeing to go out with them was half way between "5" a definite 'yes' or a definite 'no'. For women, 56% of the responses fell below "5" and 24% above. For men, 65%

of the responses fell below this mark and 17% above.

Item 5: When I'm out on a date, I think my partner is happy to be with me/would rather be with someone else. There was no significant difference in the responses of men and women on this item. The majority of women, 80%, and men, also 80%, scored between "1" and "4", suggesting that both sexes were very certain that their partner is happy to be out with them.

Item 8: If an attractive person is ever interested in me, I think I'll know just what to do/I won't know how to react. There was no significant difference in the responses of men and women on this item with the largest group of women, 18%, and men, 22%, endorsing choice "3". Fifty-five percent of the women scored below "5" and 30% above. Sixty-five percent of the men scored below "5" and 23% above on this particular item.

Item 11: When I am out on a date with someone for the first time, I keep thinking I'm doing ok/going to blow it. There was no significant difference between women's and men's responses on this item. The largest group of women, 20%, and men, 21%, endorsed choice "3", suggesting that both sexes were fairly confident that they would do 'OK' on a first date. On this item, 63% of the women scored below "5" and 22% above. Of the men, 70% scored below "5" with 16% scoring above.

Item 13: When I see an attractive person, I find myself thinking I probably would/would never have a chance with him/her. There was no significant sex difference on

this item. The largest proportion of women, 18%, and men, 20%, selected choice "5", suggesting that both sexes were uncertain whether or not they would have a chance with an attractive person. Forty-seven percent of the women scored below "5" with 33% scoring above. Fifty-three percent of the men scored below five and 27% scored above.

Item 15: I think that I'm very attractive and desirable/very unattractive and undesirable. There was a significant sex difference on this item (Chi Square = 19.97, $p < .01$). More males, 63%, than females, 58%, endorsed choices "1" through "4", suggesting that men more often thought they were attractive and desirable than did women.

Item 17: If someone agrees to go out with me, I think it's because they want to/they feel sorry for me. There was no significant sex difference on this item. The largest group of women, 37%, and men, 39%, endorsed choice "1", suggesting that both sexes strongly believed that their date would agree to go out with them because 'they wanted to' rather than 'they felt sorry for them.' On this item, 88% of the women and 87% of the men scored below "5" with six percent of the women and five percent of the men scoring above "5".

Item 24: I think men/women admire me/make fun of me behind my back. There was no significant sex difference on this item. The most commonly endorsed choice for women, 38%, and men, 26%, was "5" with 87% of the female responses and 86% of the male responses falling between "1" and "5".

Although both sexes most often thought that members of the opposite sex neither admired them or made fun of them behind their backs, very few respondents endorsed choices on the inappropriate end of the scale--12% for both men and women.

Item 28: If I ask someone to dance, I think chances are they'll say yes/no. There was no significant sex difference on this item. Both men, 26%, and women, 26%, most often endorsed choice "1" with 82% of the men and 72% of the women scoring between "1" and "4". This pattern suggests that both sexes were very certain that someone would dance with them if they asked.

Item 31: I think some people are popular with the opposite sex and some aren't. I'm just one of those who is/isn't. There was no significant sex difference on this item, although more males, 66%, than females, 55%, endorsed choices "1" through "4". Additionally, the most highly endorsed choice for men, 24%, was number "3", and the most highly endorsed choice for women, 21%, was number "5". This pattern suggests that men thought they were popular with the opposite sex slightly more often than women.

Item 36: When someone kisses me, I think she/he will really enjoy this/I'm not doing it right. There was no significant sex difference on this item although men were slightly more positive than women in their responses. The most commonly endorsed choice for men, 35%, and women, 31%, was number "1". More men, 83%, than women, 78%,

endorsed choices "1" through "4", suggesting men were slightly more positive about whether their partner would enjoy being kissed.

Item 40F: If a friend introduces me to an attractive person, I think that person is interested in me/is just doing my friend a favor by talking to me. This was a female-only item on the third iteration. The most commonly selected response, 31%, was number "5", indicating that many women think that if a friend introduces them to a man, that man is partially interested in them, but partially doing their friend a favor. On this item, 48% of the women scored below "5" while 17% scored above "5".

Item 43M: If someone asks me to dance, I think I'll look great/stupid. This was a male-only item on the third iteration. The largest group, 22%, of men endorsed choice "3", suggesting that if someone asked them to dance, they would not be concerned about appearing foolish. Sixty- four percent of the men scored below "5" and 15% scored above, further supporting this notion.

Skill Subscale

Item 6: When I'm trying to get to know somebody, I usually find myself with plenty to say/at a loss for words. There was a significant sex difference (Chi Square = 16.90, $p < .03$) on this item with the largest proportion of men, 32%, endorsing choices "1" and "2", while the largest proportion of women, 32%, endorsed choices "3" and "4". This pattern suggests that men more often than women are

better able to maintain a conversation when trying to get to know somebody.

Item 9: When a friend introduces me to someone I usually have a very easy/very difficult time starting a conversation. There was no significant sex difference on this item. The largest group of women, 17%, and the largest group of men, 19%, endorsed choice "3". Sixty-four percent of both men and women scored between "1" and "4", indicating that both sexes have a relatively easy time starting a conversation with someone of the opposite sex according to their self-report.

Item 16: If I go to a party I go out of my way to talk to/avoid talking to men/women I don't know. There was no significant sex difference on this item. The largest group of women, 21%, selected choice "5" as did the largest group of men, 25%. However, more men, 83%, than women, 75%, endorsed choices "1" through "5", suggesting men are slightly more likely to go out of their way to talk to people at parties according to their self-report.

Item 18: When I'm on a date, I usually think of good things to say at the right time/after it is too late. There was a significant difference between women's and men's responses on this item (Chi Square = 18.42, $p < .02$). More men, 76%, than women, 59%, endorsed choices "1" through "4". It appeared that men felt they were more likely to say good things at the right times on a date than women.

Item 20: When I am with a group of people and there are several men/women I don't know, I am very talkative/very quiet. There was no significant sex difference on this item. The most commonly endorsed choice by females, 19%, was number "5", while the most commonly endorsed choice by males, 18%, was number "3". Of the female subjects, 39% endorsed choices "1" through "4" while 48% of the male subjects did the same. This suggests that men believe they are slightly more talkative in a group of unknown people than women.

Item 25: If I go to a restaurant with a group of people I am likely to sit next to/far from someone I find attractive. There was no significant sex difference on this item. The most common choice for females, 20%, was number "3" while the most common choice for males, 24%, was number "2". Of the females, 69% selected choices "1" through "4" while 82% of the males did the same. Overall it appears that both men and women are highly likely to sit next to an attractive person in a restaurant.

Item 27: When I pick up the phone to call someone for a date I usually complete the call/hang up before completing the call. There was a significant difference between the sexes on this item (Chi Square = 21.26, $p < .01$). Although choice "1" was most commonly endorsed by both sexes, many more men, 37%, than women, 24%, made this selection. Many more males, 79%, than females, 55%, selected choices "1" through "4" for this item. This pattern suggests that

men consider themselves more skilled at calling someone for a date than women.

Item 29: When I want to let someone know I'm interested in them it is very simple/very hard for me to get my point across. There was no significant sex difference on this item. The most commonly endorsed choices by women were numbers "1" and "3", 14% each. The most commonly endorsed choice by men, 18%, was number "3". Of the women, 48% scored below "5" and 33% scored above. Of the men, 63% scored below "5" and 24% scored above. It appears that men may have a slightly easier time letting someone know they are interested in them than women.

Item 34: In conversation with someone of the opposite sex, I tend to lean toward/away from the person I'm talking to. There was no significant sex difference on this item. The largest number of women, 22%, endorsed number "3", while the largest number of men, 20%, endorsed choices "1", "3", and "5". Seventy-one percent of both men and women endorsed choices "1" through "4", thus it appeared that most people would lean toward the person they were talking to.

Item 38F: When someone attractive talks to me, I usually look at them/look away from them. This was a female only item on the third iteration. Choice "1" was the most common response, 26%, of all females on this item. The choices "1" through "4" were endorsed by 67% of all women while the choices "6" through "9" were endorsed by 14% of all

women. This suggests that when someone attractive talks to them, most women would look at them.

Item 42F: At a party, I typically introduce myself to/admire from a distance attractive people I'd like to get to know. This was a female-only item on the third iteration. The most common response was choice "7" made by 19% of the women in the third sample. For this item, 34% of the women endorsed choices "1" through "4" while 46% of the women endorsed choices "6" through "9". It appears, based on their self-report, that more women would admire from a distance rather than introduce themselves to attractive men at parties.

Item 43F: I am usually very good/very bad at determining whether or not someone is attracted to me. This was a female-only item on the third iteration. The largest groups of women endorsed choices "1" and "2", 21% and 19% respectively. Sixty-four percent of the women score below "5" while only 19% scored above. This suggests that women are very good at determining whether or not someone is attracted to them according to their self-report.

Item 44F: In a group of people, if there is someone attractive I'd like to meet, I'd look in their direction and smile when they see me/look away and appear disinterested when they see me. This was a female-only item on the third iteration. The most common response was number "1" with 25% of the women selecting this choice. Choices "1" through "4" were endorsed by 66% of the women, suggesting that women

typically look in the direction of a man they would like to get to know and smile.

Item 45F: If I were working on a project with someone I'd like to become better acquainted with, I would suggest to him that we get together socially/keep quiet and hope he takes an interest in me. This was a female-only item on the third iteration. The largest group of women, 18%, endorsed choice "5", 49% scored below "5", and 27% scored above "5". The largest group of women report they are undecided between suggesting they get together socially with a man they are working with and keeping quiet and hoping the man takes an interest in them.

Item 46F: At a party or social gathering I find I have plenty to talk about with/have nothing to say to attractive men I'd like to get to know. This was a female-only item on the third iteration. The largest group of women, 19%, selected choice "4" with choice "5" as the second most common response, 18%. Choices "1" through "4" were endorsed by 57% of all women. This pattern of responding suggests that most women would reportedly have a moderate amount to talk about with attractive men at a social gathering.

Item 37M: When I talk to someone of the oppposite sex, I talk smoothly/stutter and trip over my words. This was a male-only item on the third iteration. The largest group of men, 24% selected number "3" with 72% of all men selecting choices "1" through "4". This pattern of responding

indicates that most men reportedly talk rather smoothly without stuttering or tripping over their words when speaking to women.

Item 40M: When I'm talking to someone of the opposite sex, it is very easy/very difficult for me to touch them on the arm or hand. This was a male-only item on the third iteration. The most common response, 20%, was number "1". Sixty-one percent of these male respondents scored below "5" while 25% scored above. This suggests that most men are reportedly able to touch women on the arm or hand while talking to them.

Item 41M: If I want to let someone know I'm interested in them, I let them know myself/have a friend let them know. This was a male-only item on the third iteration. The most common response, 25%, was number "1", with 77% of the responses falling below "5" and 11% falling above. This suggests that most men might directly let women know they were interested in them rather than relying on friends to convey the message.

Item 42M: If I go out with friends and they invite someone to be my date, I will spend much more time talking to my date/my friends. This was a male-only item on the third iteration. The largest group of men, 33%, endorsed choice "2" with 82% of the sample endorsing choices "1" through "4" and 11% endorsing choices "6" through "9". This suggests that most men might spend more time talking

to their date if the friends had invited a woman to be the subject's date.

Item 44M: When I call someone for a date, I usually end the conversation after/before asking the person out. This was a male-only item on the third iteration. The largest group of men, 25%, selected number "1" with 68% of the sample selecting choices below "5" and 10% selecting choices above. This suggests that most men would reportedly ask women for dates once they had phoned them.

Item 45M: When there is an empty seat next to someone attractive on the bus, in class, etc., I usually sit there/ somewhere else. This was a male-only item on the third iteration. The largest group of men, 26%, selected choice "1" with 70% of the sample choosing "1" through "4". This indicates that most men believe they would sit near an attractive person on a bus, in class, or wherever the opportunity presented itself.

Item 46M: If I have to talk to a supervisor or professor of the opposite sex, especially if they are attractive, it is very easy/very difficult for me to maintain eye contact. This was a male-only item on the third iteration. The largest group of men, 34%, endorsed choice "1". Seventy-six percent of the scores fell below "5" on this item and 16% fell above. This indicated that most males were reportedly able to maintain eye contact with an attractive professor or supervisor while talking.

Anxiety Subscale

Item 7: If I am at a party and no one talks to me right away, I feel anxious and might even get a headache very rarely/very often. There was no significant sex difference on this item. Both women, 24%, and men, 39%, most commonly endorsed choice "1" indicating that few people of either sex experienced a headache from anxiety if not spoken to at a party. Of the women, 65% scored below "5" and 23% above. Of the men, 81% scored below "5" and 11% scored above this figure.

Item 10: If I say "hello" to someone of the opposite sex, I usually feel very relaxed/very uptight. There was no significant sex difference on this item. The most commonly endorsed choice by women, 29%, was number "1" while the most commonly endorsed choice by males, 25%, was number "2". Female responses were concentrated around choices "1" through "4", 77%, as were male responses, 78%. This pattern suggests that most men and women reportedly feel relaxed if they say 'hello' to someone of the opposite sex.

Item 12: If I'm in a room with several unfamiliar people of the opposite sex, I feel confident/become quite anxious. There was no significant sex difference on this item. The largest group of women, 16%, and the largest group of men, 19%, selected choice "3" with 53% of all women and 58% of all men selecting choices "1" through "4". This

indicates that both men and women might feel fairly confident when in a room with unfamiliar people of the opposite sex.

Item 14: If I'm near a very attractive person I feel at ease/get butterflies in my stomach. There was no significant sex difference on this item, although men appeared more at ease near an attractive person than women with the largest proportion of men, 18%, selecting number "3" and the largest proportion of women, 15%, selecting number "6". Additionally, 55% of the men scored between "1" and "4" while 43% of the women did the same.

Item 19: Generally when I am around men/women, I feel at ease/high strung. There was no significant sex difference on this item. The most common selections for women were choices "1" and "3", 20% each. The most popular selection for men, 24%, was number "2". Of the women, 71% scored below "5" and 13% above. Of the men, 78% scored below "5" and 11% scored above. This pattern suggests that most men and women generally feel at ease when around people of the opposite sex.

Item 21: If I'm out on a dinner date I usually enjoy my dinner/can't eat. There was no significant sex difference on this item, although males somewhat more than females reported they would enjoy their dinner on a dinner date. The largest group of women, 28%, and men, 36%, endorsed choice "1". Choice "2" was the second most popular response of women, 19%, and men, 29%. For women, 71% of the responses were below "5" and 19% above. For the men, 85% of the responses were below "5" and 9% above.

Item 22: If my friends even talk about dating I feel fine/tense and anxious. There was a significant sex difference (Chi Square = 17.59, $p < .02$) on this item. Of the female sample, 52% endorsed choice "1" while only 42% of the males endorsed this choice. It appears that more women than men feel comfortable when friends discuss dating.

Item 23: At a party or bar, if someone asks me to dance, I feel cool and calm/sweaty and anxious. There was no significant sex difference on this item. Choice "1" was endorsed most by women, 23%, and men, 22%, with choice "2" as the second most popular response for women, 18%, and men, 21%. This indicates that both men and women feel relatively calm and cool if asked to dance. Of the women, 67% scored below "5" and 20% above. Of the men, 74% scored below "5" and 16% above.

Item 26: When I talk to someone attractive, I never/very often feel like I have a lump in my throat. There was no significant sex difference on this item. Most women, 16%, selected choice "3" while most men, 17%, selected numbers "2" and "3". Of the females, 56% endorsed choices "1" through "4" while 65% of the men did the same. This suggests that most people do not feel like they have a lump in their throats when talking to someone of the opposite sex.

Item 30: If I find myself alone with someone unfamiliar of the opposite sex, I feel calm and cool/start to perspire. There was no significant sex difference on this item although it appeared that men more than women feel calm and cool

if they find themselves alone with someone of the opposite sex. The most commonly endorsed choice for men, 22%, was "3" while women divided their selections between "4" and "5", 17% each.

Item 32: If an attractive stranger asks me for the time, I remain calm/become nervous. There was no significant sex difference on this item. The most common answer for women, 38%, and men, 42%, was number "1". For both women, 80%, and men, 83%, the majority of answers were between "1" and "4". It appears that most men and women remain calm if asked the time by an attractive stranger.

Item 33: I very rarely/very often get a headache at social gatherings where there are quite a few unfamiliar men/women. There was no significant sex difference on this item. The largest group of women, 41%, and the largest group of men, 49%, selected number "1". Of the women, 77% of the responses were below "5" and 11% above. Of the men, 83% scored below "5" and 7% scored above. It seems that few women and men experience anxiety in the form of headaches at social gatherings with unfamiliar people.

Item 35: Asking someone I'm attracted to go out for coffee with me makes me feel good about myself/feel so nervous that I may be physically ill. There was no significant sex difference on this item although most women feel more nervous than men if they ask someone they are attracted to out for coffee. The most common response of men, 27%, was number "1" while women split their most

common response between "1" and "3", 19% each. Of the women, 71% scored below "5" and 11% above. Of the men, 85% scored below "5" and 5% above.

Item 37F: If someone of the opposite sex touches me in a friendly manner, I feel happy and excited/scared and nervous. This was a female-only item on the third iteration. The most common response was number "3" with 21% of all women selecting this answer. Most women, 61% answered between "1" and "4", suggesting they feel more happy and excited than scared and nervous when a man touches them in a friendly manner.

Item 39F: If I have to talk to a relatively unfamiliar man concerning a school assignment or some work related matter, I feel very relaxed/very nervous. This was a female-only item on the third iteration. The most commonly endorsed response was number "1", 23%. Sixty-nine percent of the female respondents scored below "5" and 18% scored above this figure. It seems that most women would be very relaxed if they had to talk to an unfamiliar man concerning a school or work related matter.

Item 41F: When I am around someone I find attractive it is usually the case that I eat normally/lose my appetite. This was a female-only item on the third iteration. The most commonly endorsed answer was number "1", 18%. Choices "1" through "4" were endorsed by 45% of all women while choices "6" through "9" were endorsed by 37% of the sample. Although more women might eat normally when around men they find attractive, more than a third might experience some difficulty.

Item 38M: If I pick up the telephone to call someone I'm attracted to, I feel calm/nervous. This was a male-only item on the third iteration. Although more men, 48%, endorsed choices on the appropriate end of the scale ("1" through "4"), 38% of the men endorsed choices "6" through "9" with "6" as the most frequent response, 15%. This suggests that many men experience some nervousness when they call women for a date.

Item 39M: When I ask someone for a date, I feel very calm/very jittery. This was a male-only item on the third iteration. The most common response was number "3", 15%, with 48% of the sample answering "1" through "4" and 34% of the sample answering "6" through "9". Although more men remain calm when asking a woman for a date, one third of the sample reported feeling jittery.

Summary

Sex differences. Sex differences were evident in only six of the 36 items appearing on the final versions of the measure for both men and women. Two of these items were from the cognitive subscale, three from the skill subscale, and one from the anxiety subscale (Table 54).

Patterns of responding. Three general patterns of responding were evident. In the first, the majority of responses were concentrated on the lower (high competency) end of the scale with very few responses falling in the middle of the scale ("5" with few responses on either of the extreme. Items 3, 13, 15, 24, 31, and 40F were examples of

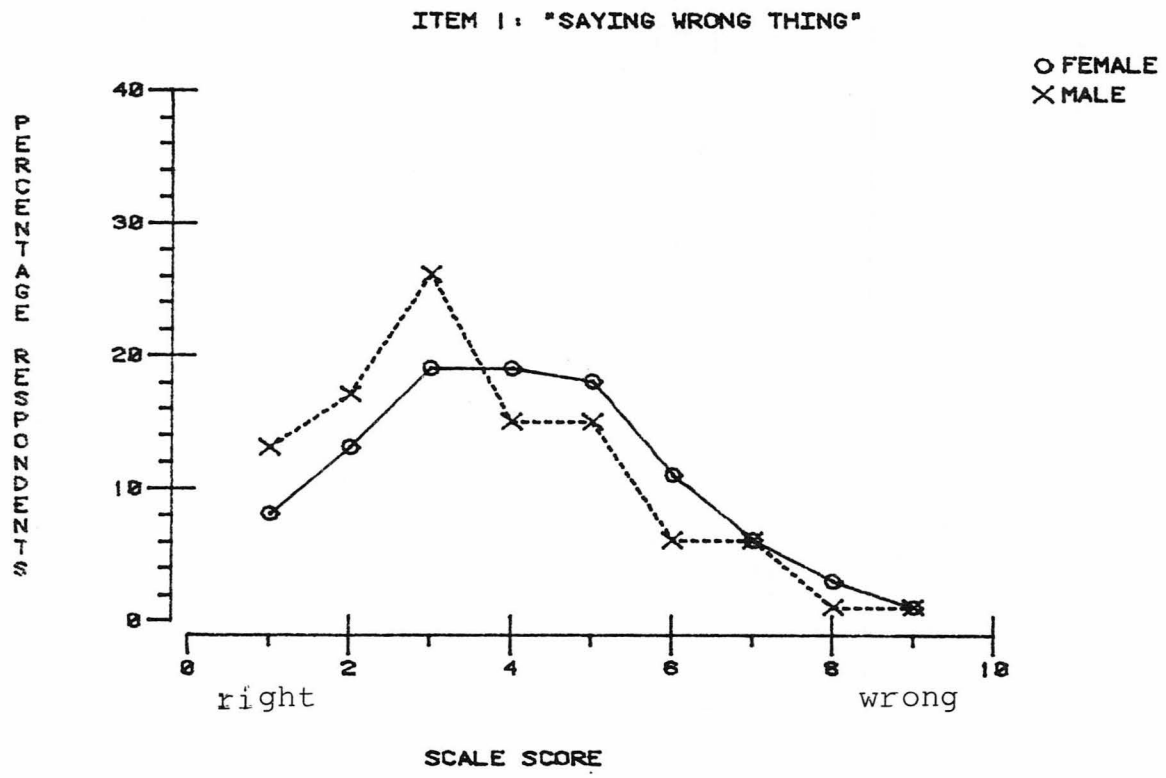


Figure 1. Percentage of Female and Male Respondents Scoring at Each Point on the Scale for Item 1.

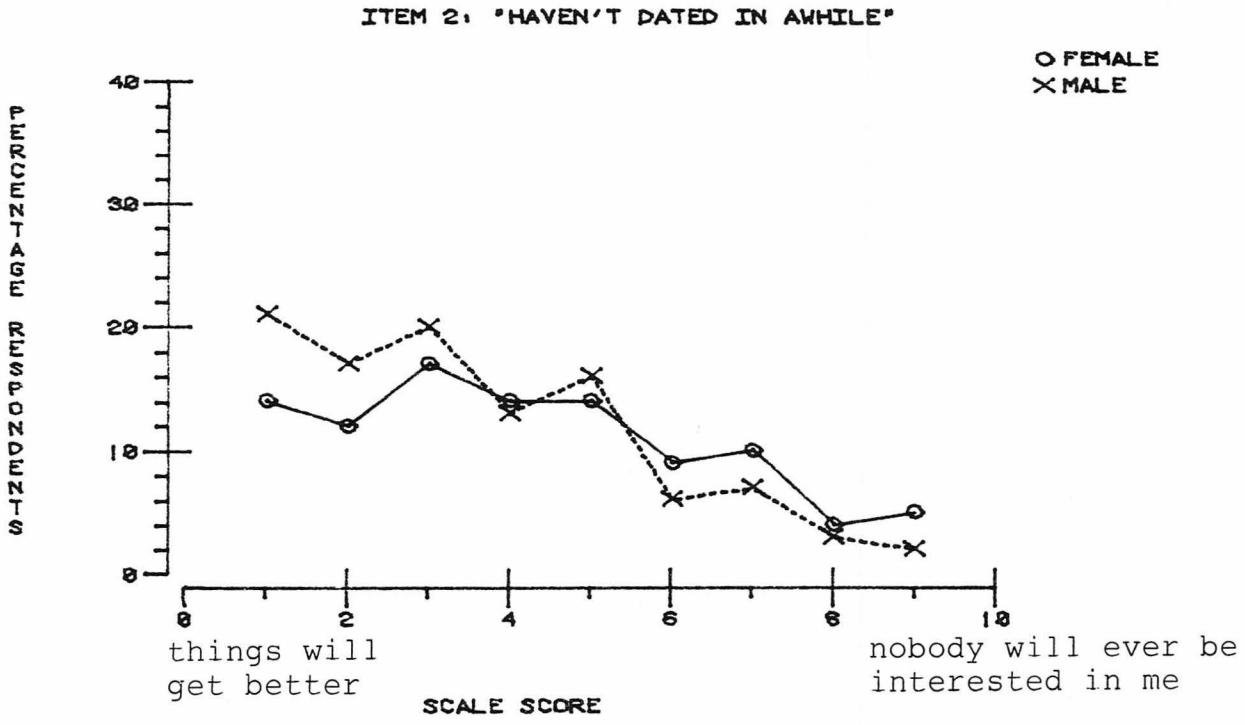


Figure 2. Percentage of Female and Male Respondents Scoring at Each Point on the Scale for Item 2.

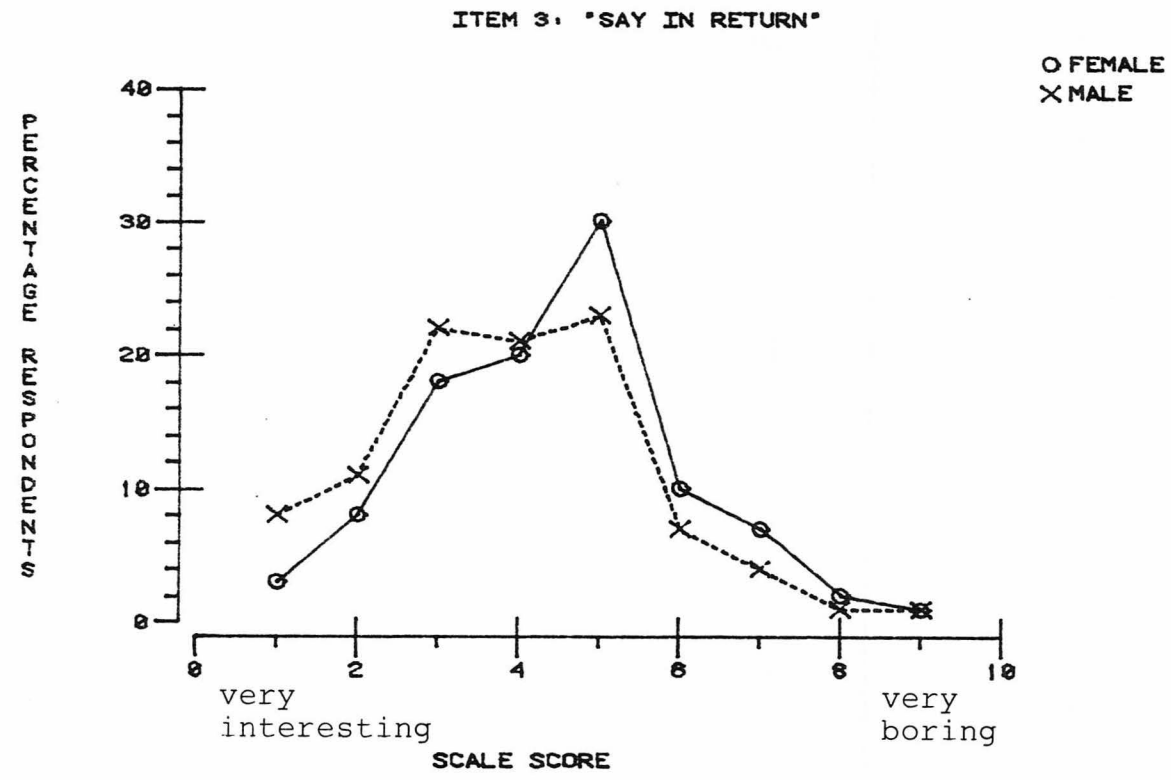


Figure 3. Percentage of Female and Male Respondents Scoring at Each Point on the Scale for Item 3.

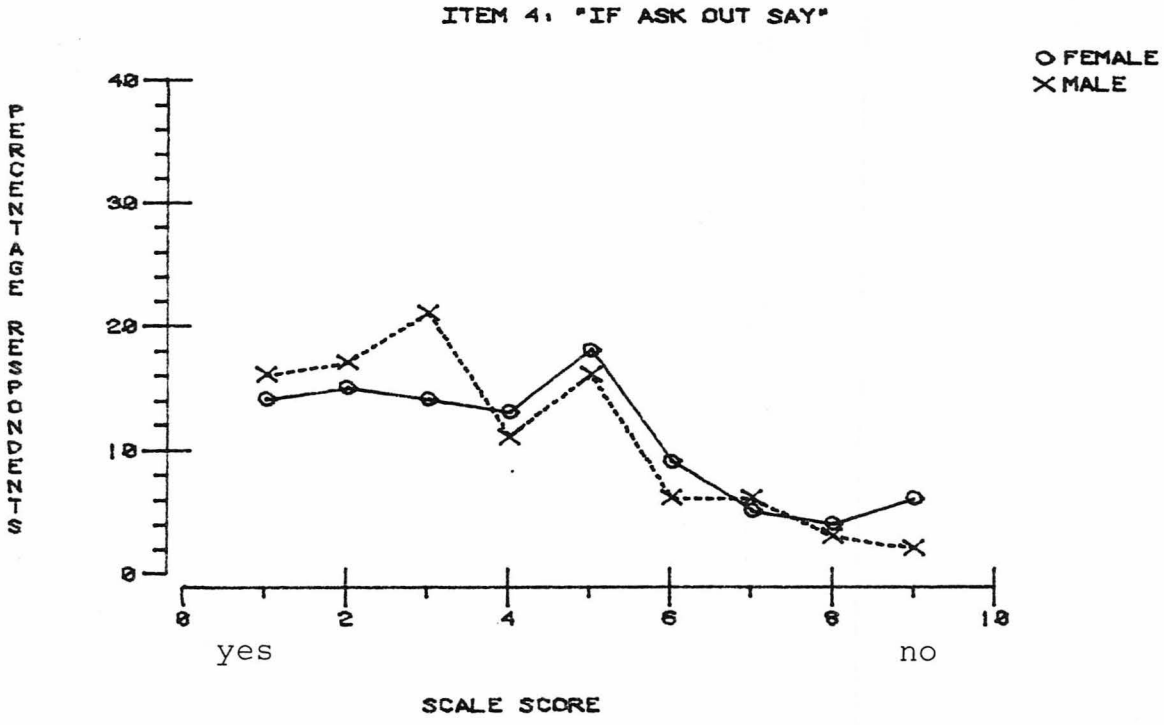


Figure 4. Percentage of Female and Male Respondents Scoring at Each Point on the Scale for Item 4.

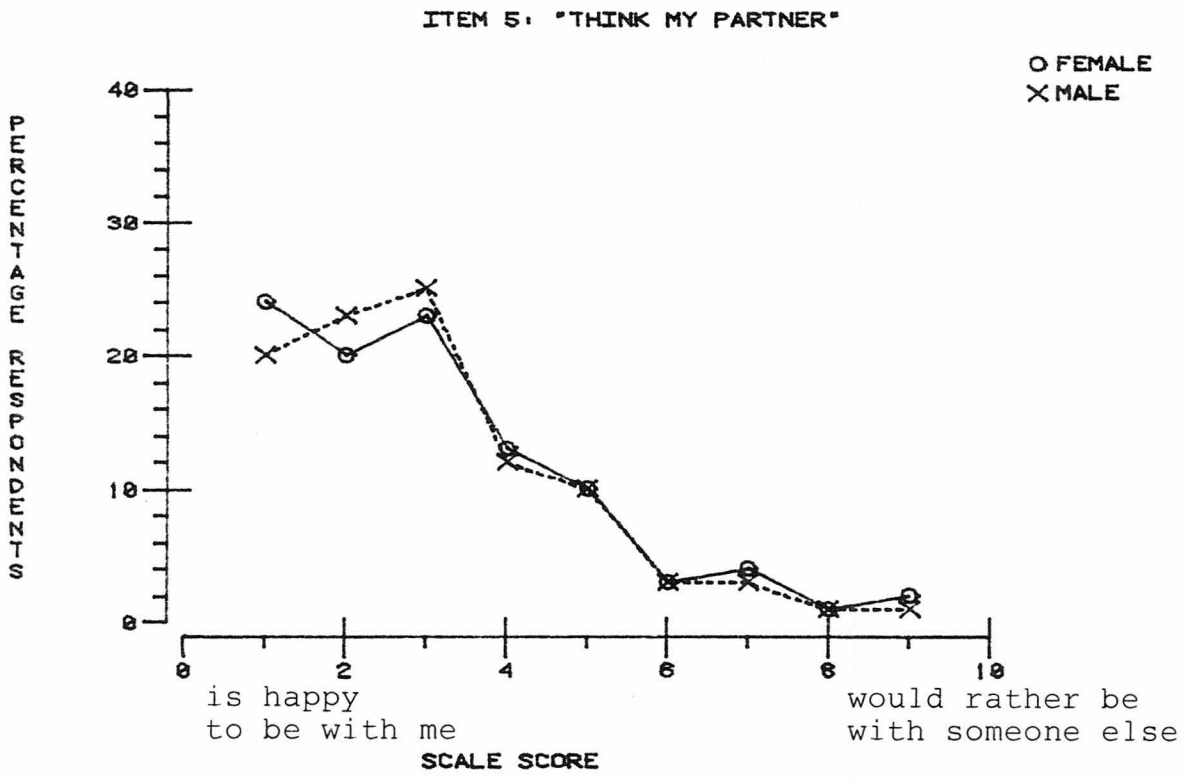


Figure 5. Percentage of Female and Male Respondents Scoring at Each Point on the Scale for Item 5.

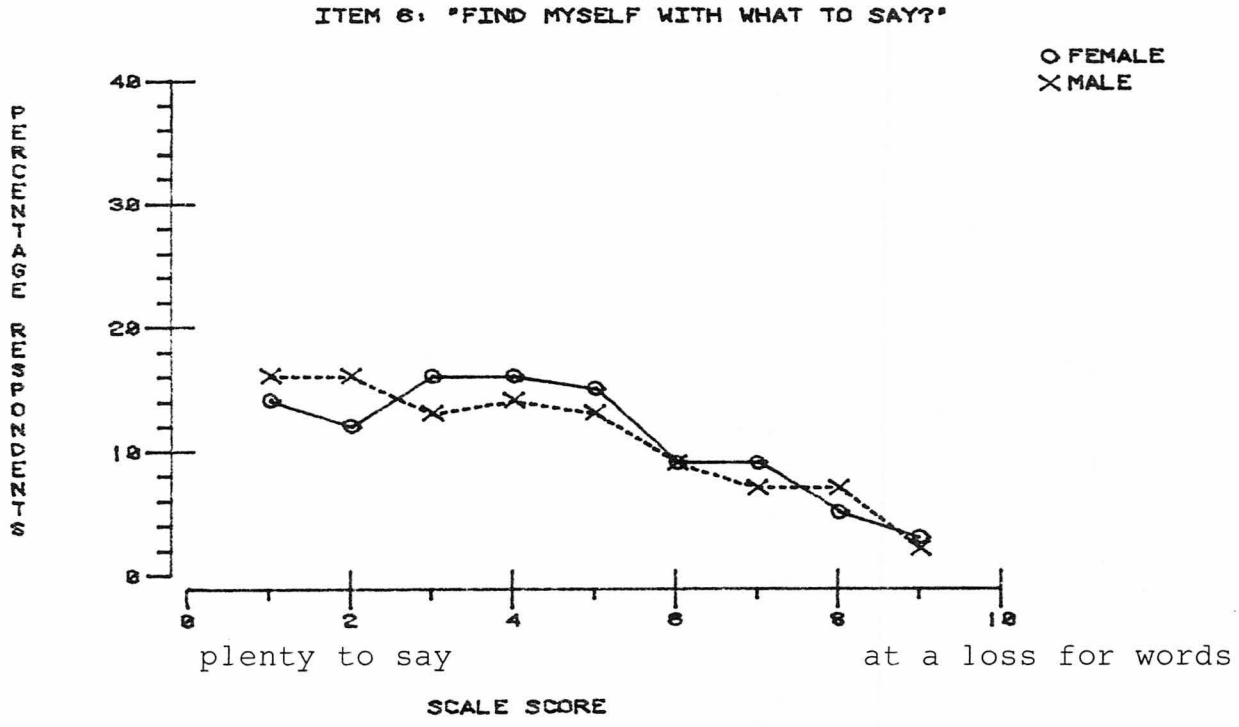


Figure 6. Percentage of Female and Male Respondents Scoring at Each Point on the Scale for Item 6.

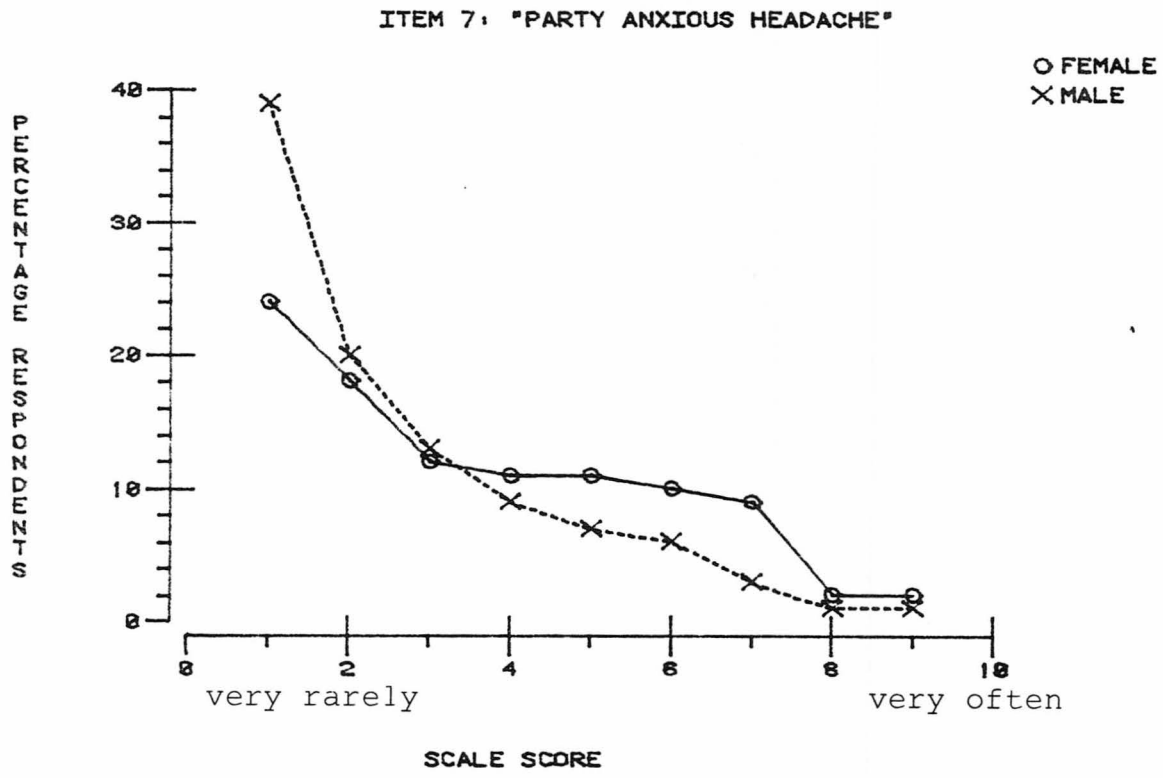


Figure 7. Percentage of Female and Male Respondents Scoring at Each Point on the Scale for Item 7.

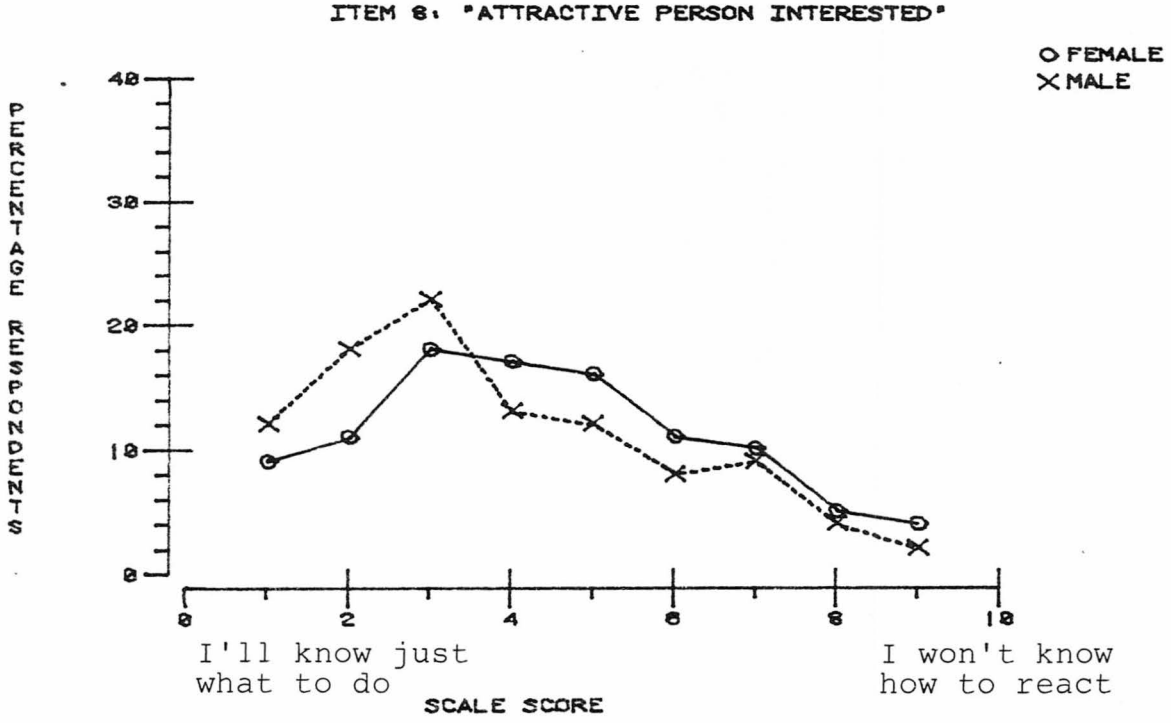


Figure 8. Percentage of Female and Male Respondents Scoring at Each Point on the Scale for Item 8.

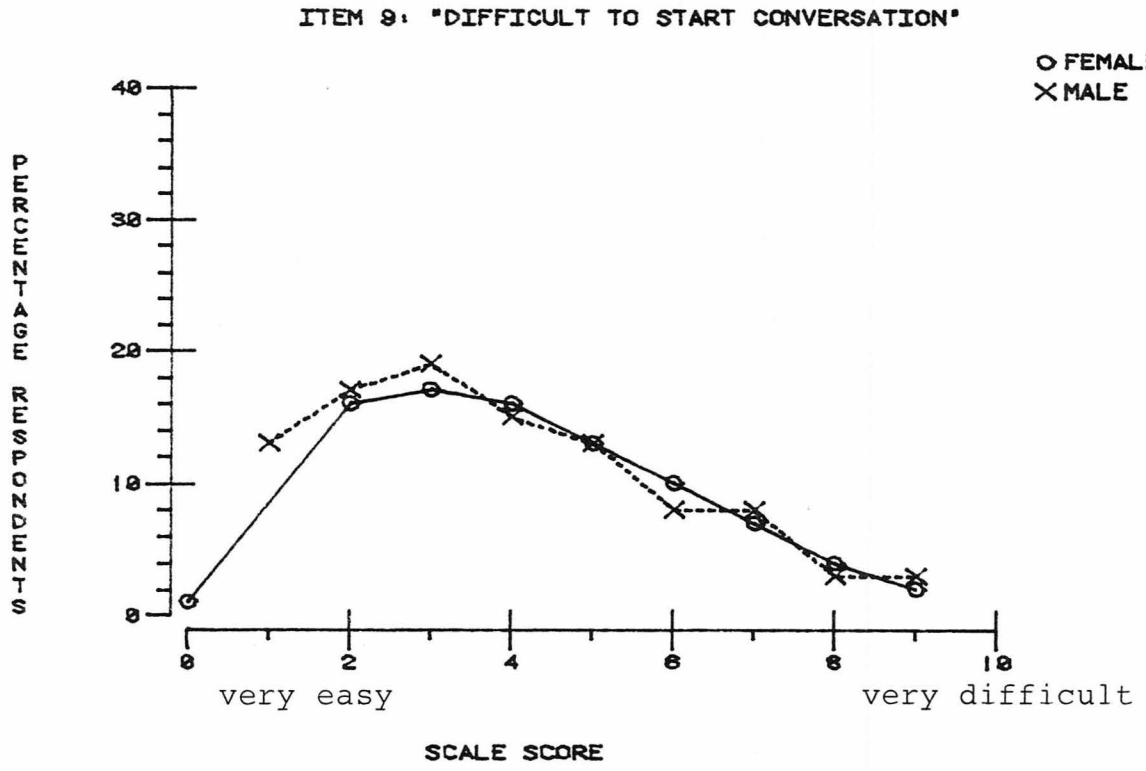


Figure 9. Percentage of Female and Male Respondents Scoring at Each Point on the Scale for Item 9.

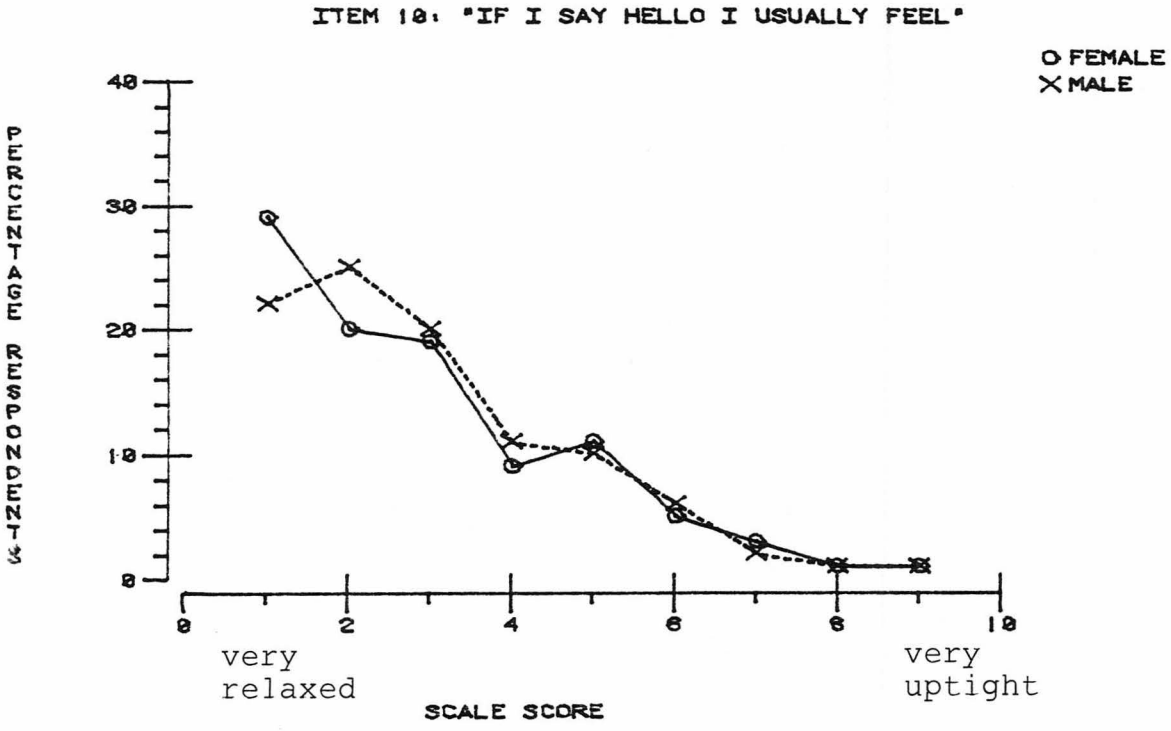


Figure 10. Percentage of Female and Male Respondents Scoring at Each Point on the Scale for Item 10.

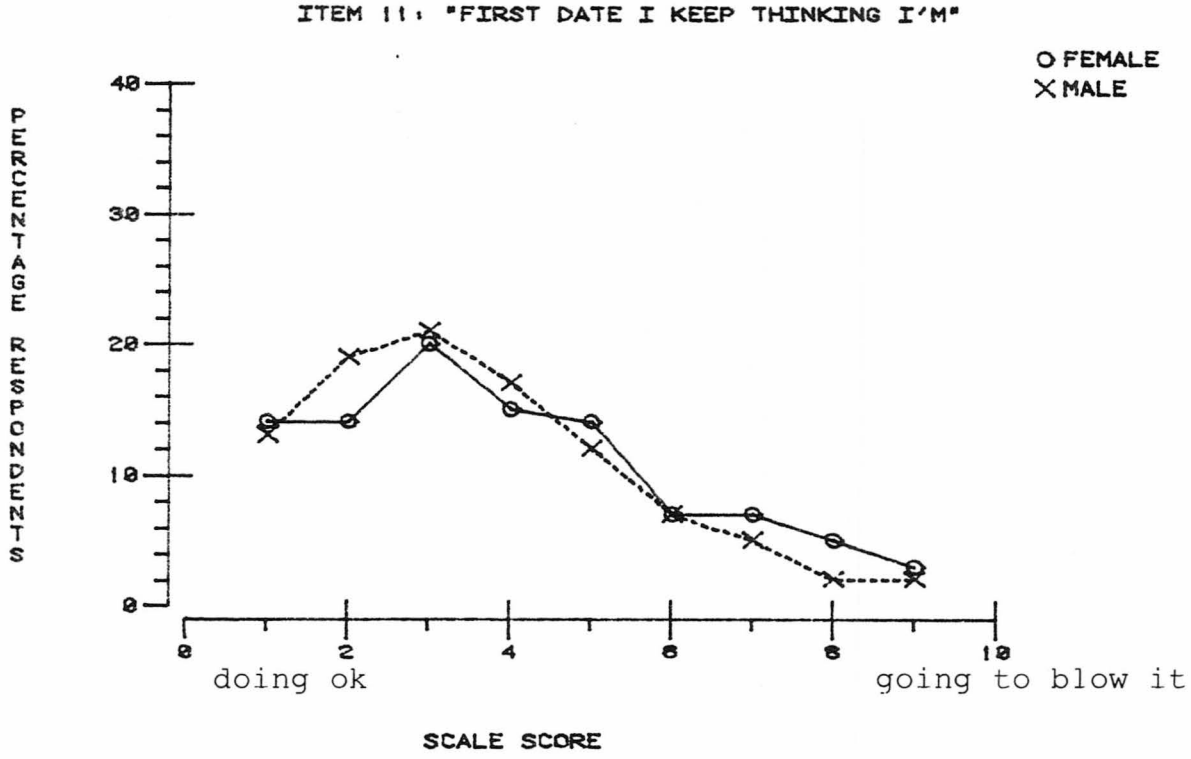


Figure 11. Percentage of Female and Male Respondents Scoring at Each Point on the Scale for Item 11.

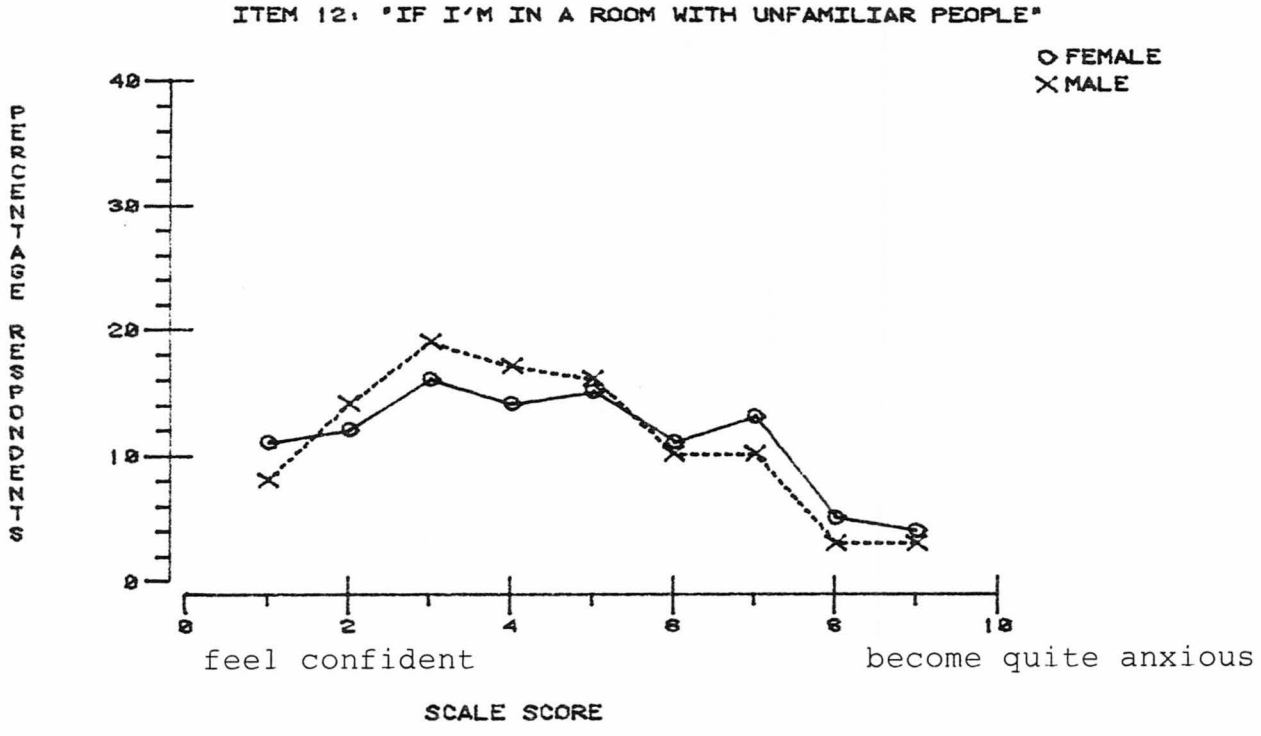


Figure 12. Percentage of Female and Male Respondents Scoring at Each Point on the Scale for Item 12.

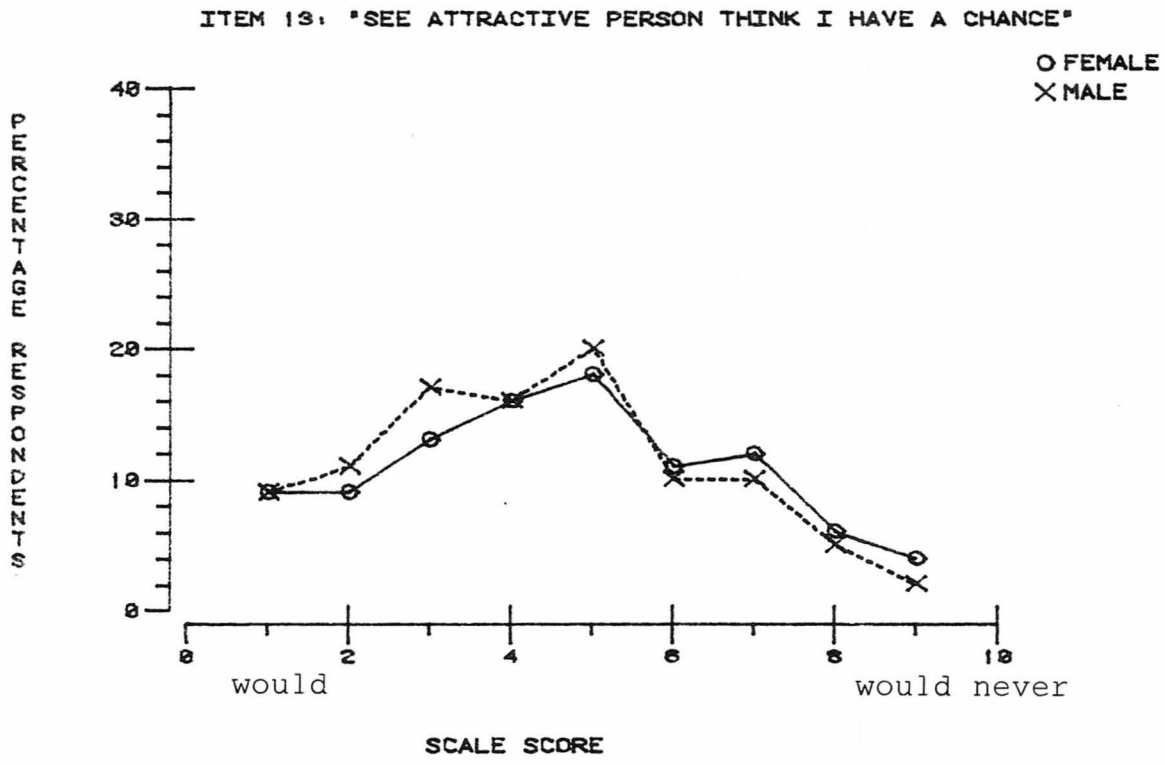


Figure 13. Percentage of Female and Male Respondents Scoring at Each Point on the Scale for Item 13.

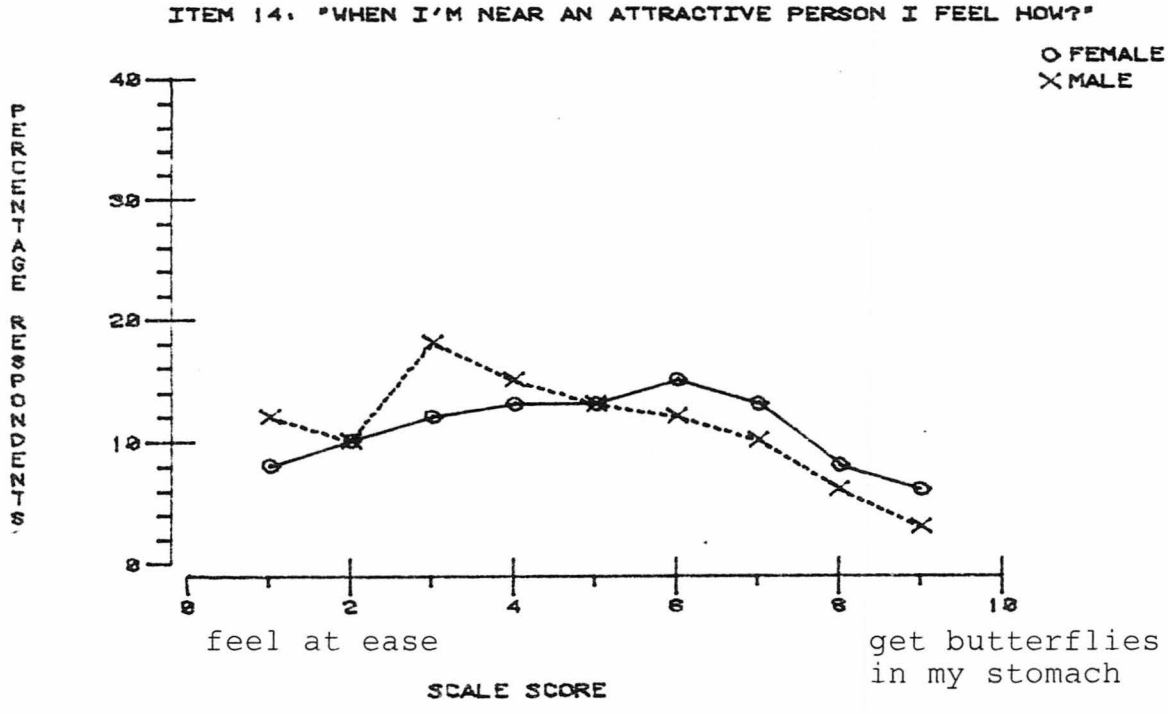


Figure 14. Percentage of Female and Male Respondents Scoring at Each Point on the Scale for Item 14.

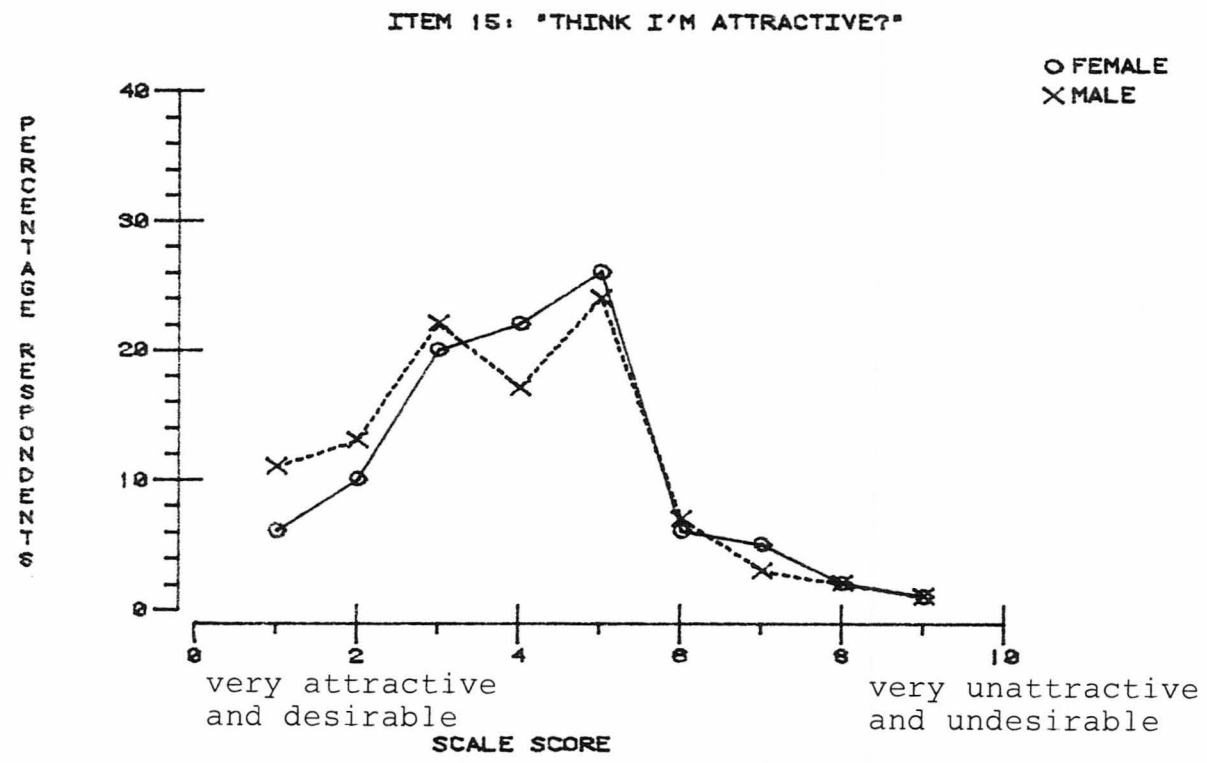


Figure 15. Percentage of Female and Male Respondents Scoring at Each Point on the Scale for Item 15.

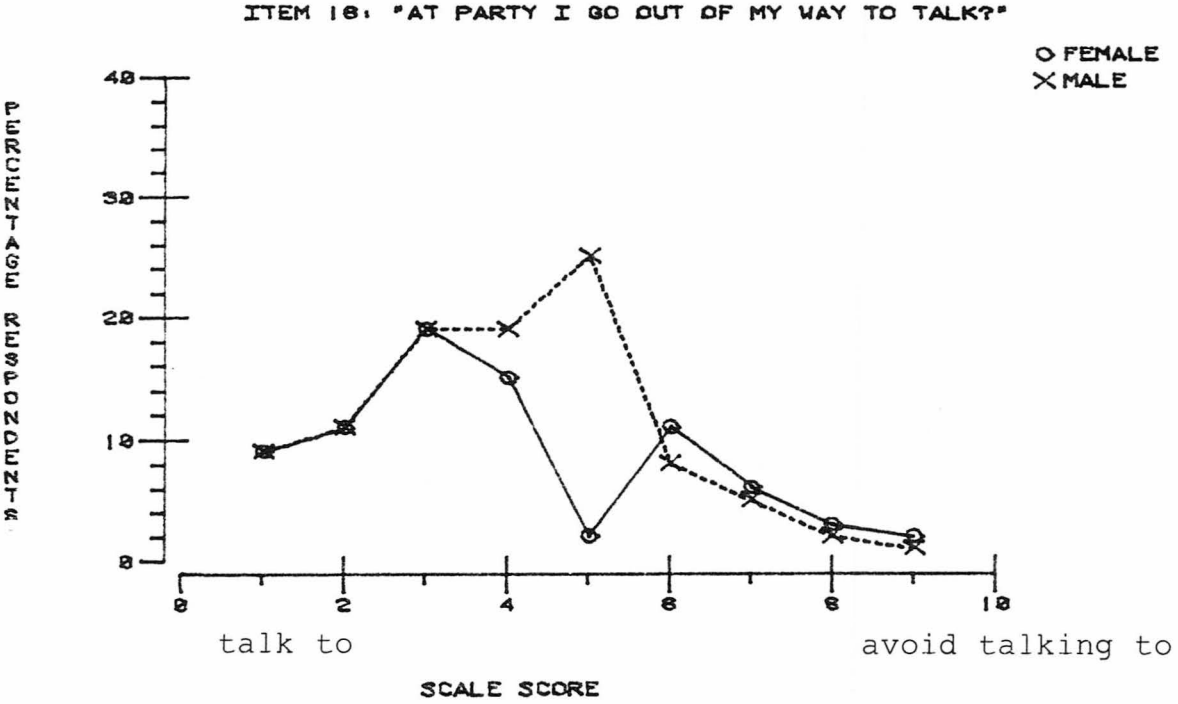


Figure 16. Percentage of Female and Male Respondents Scoring at Each Point on the Scale for Item 16.

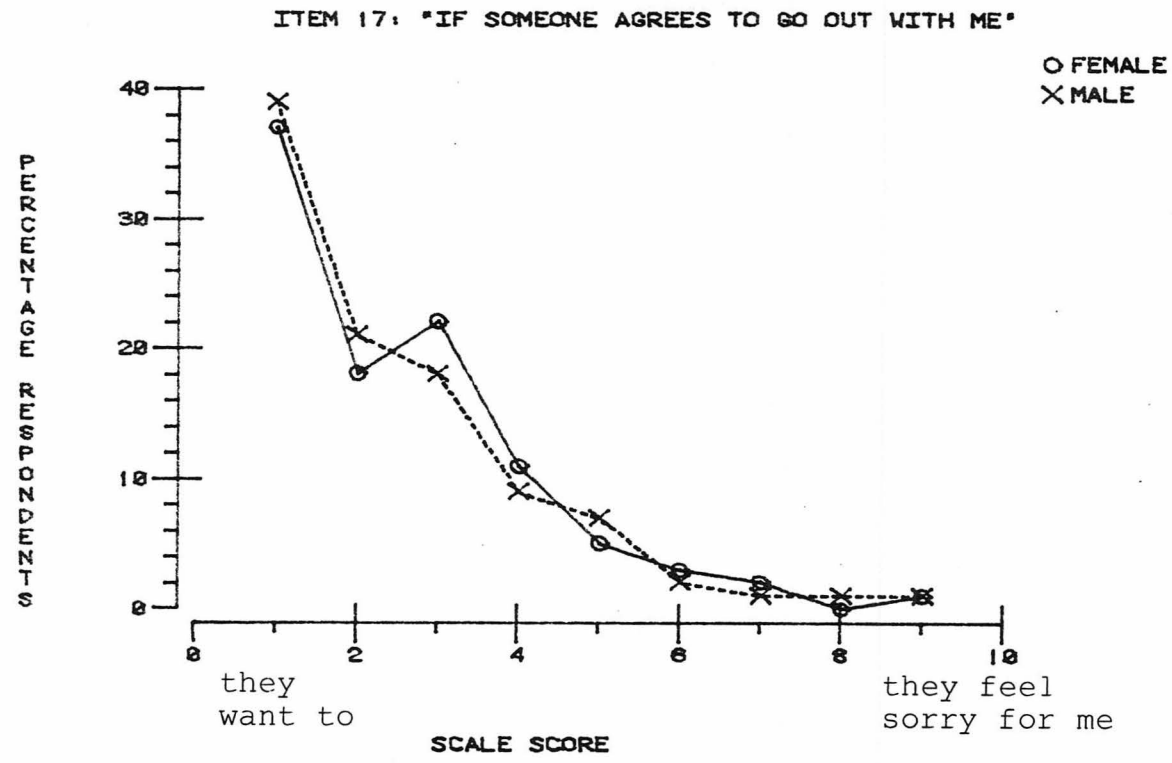


Figure 17. Percentage of Female and Male Respondents Scoring at Each Point on the Scale for Item 17.

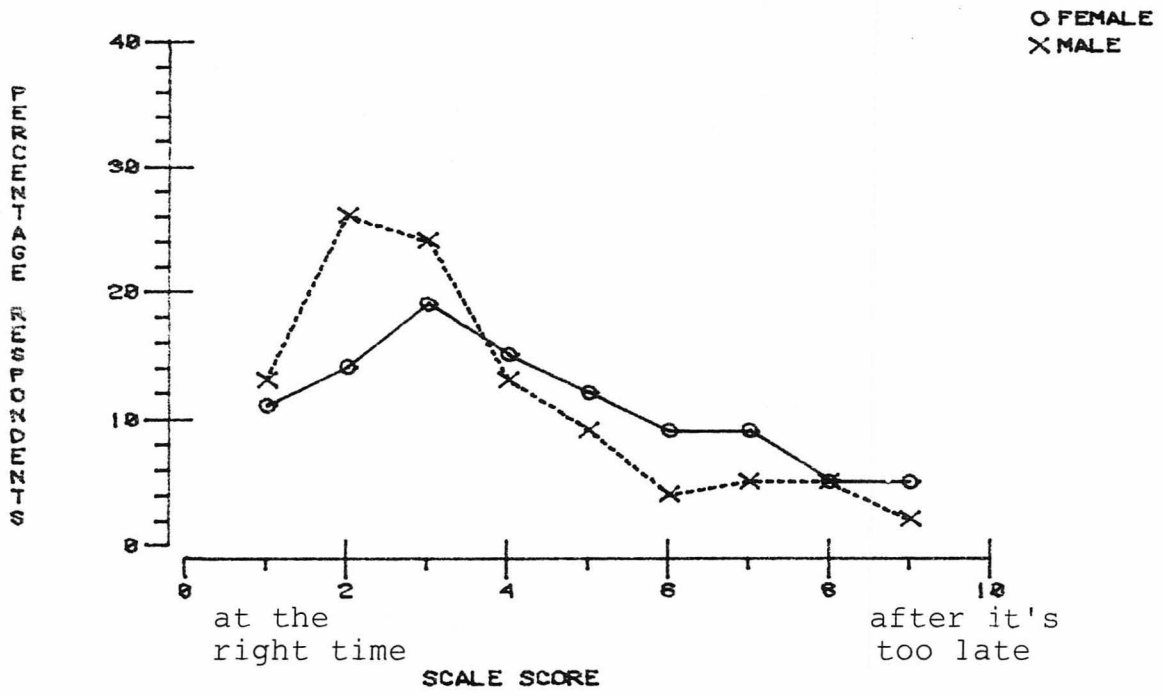


Figure 18. Percentage of Female and Male Respondents Scoring at Each Point on the Scale for Item 18.

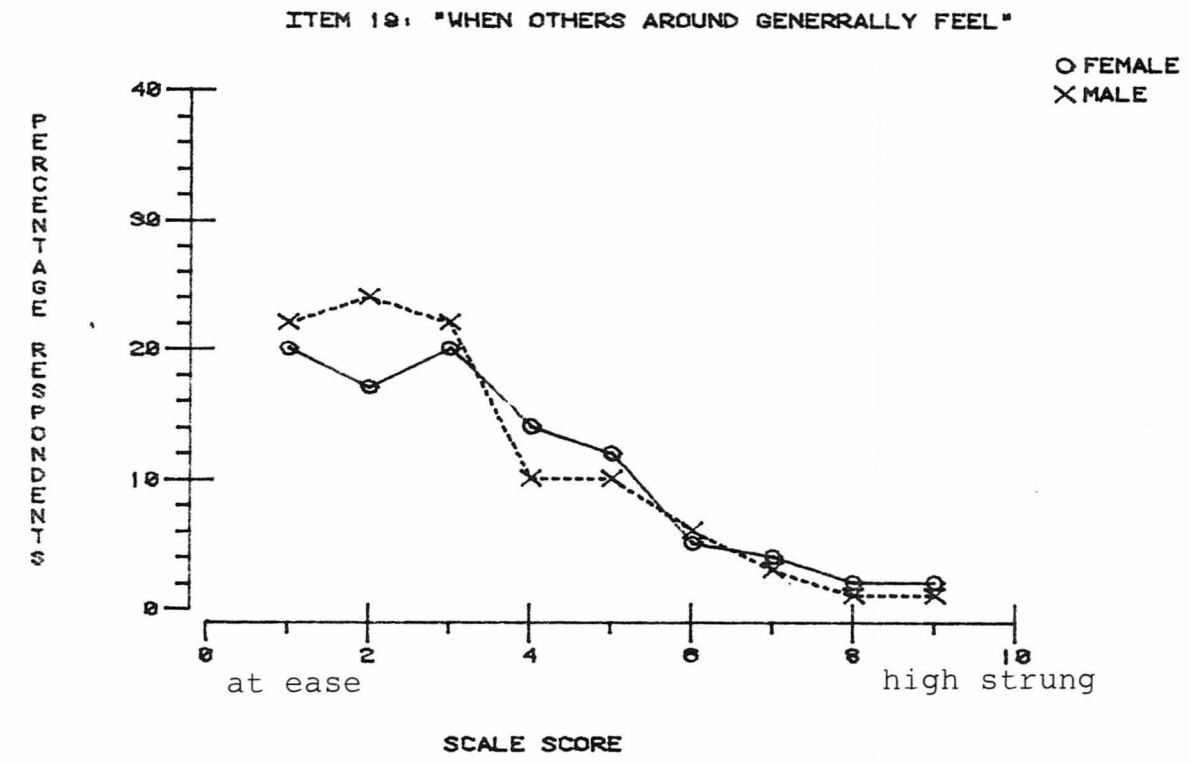


Figure 19. Percentage of Female and Male Respondents Scoring at Each Point on the Scale for Item 19.

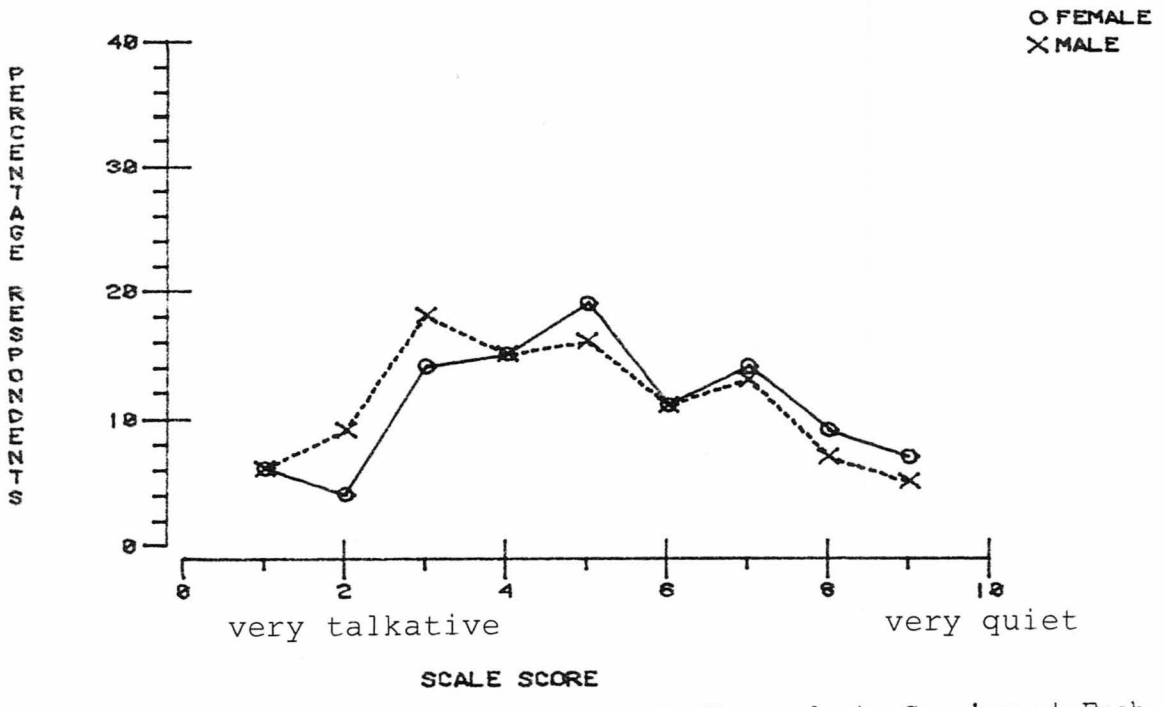


Figure 20. Percentage of Female and Male Respondents Scoring at Each Point on the Scale for Item 20.

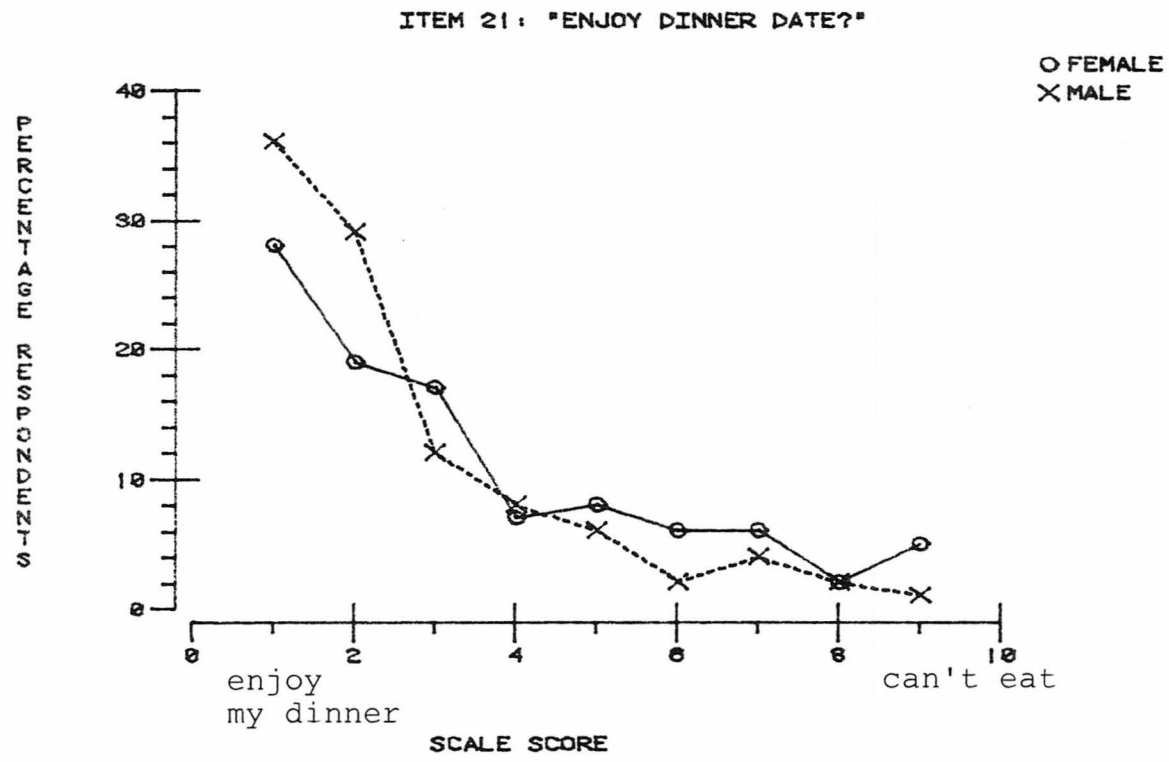


Figure 21. Percentage of Female and Male Respondents Scoring at Each Point on the Scale for Item 21.

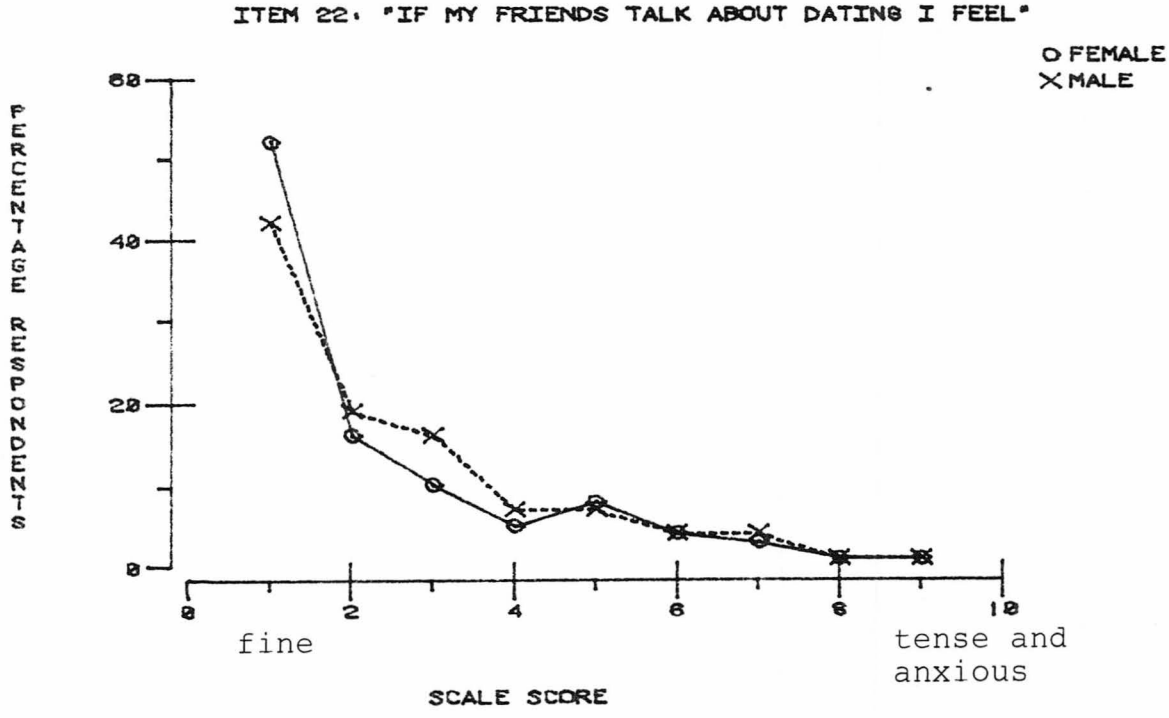


Figure 22. Percentage of Female and Male Respondents Scoring at Each Point on the Scale for Item 22.

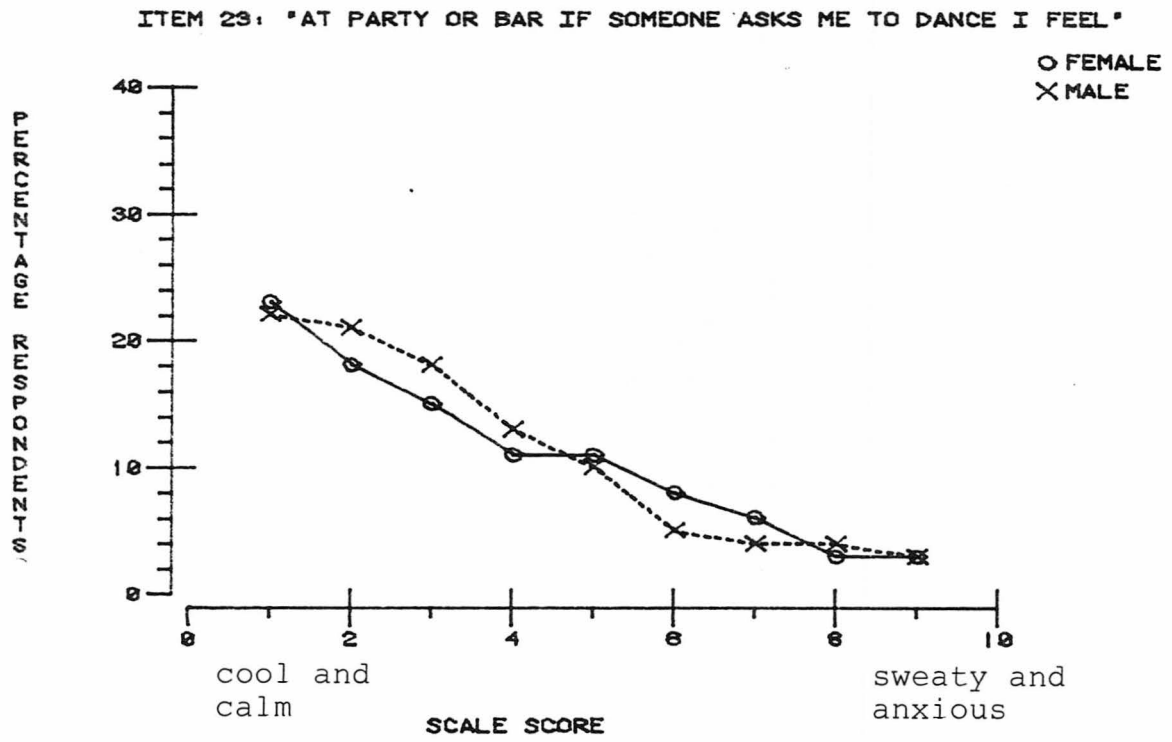


Figure 23. Percentage of Female and Male Respondents Scoring at Each Point on the Scale for Item 23.

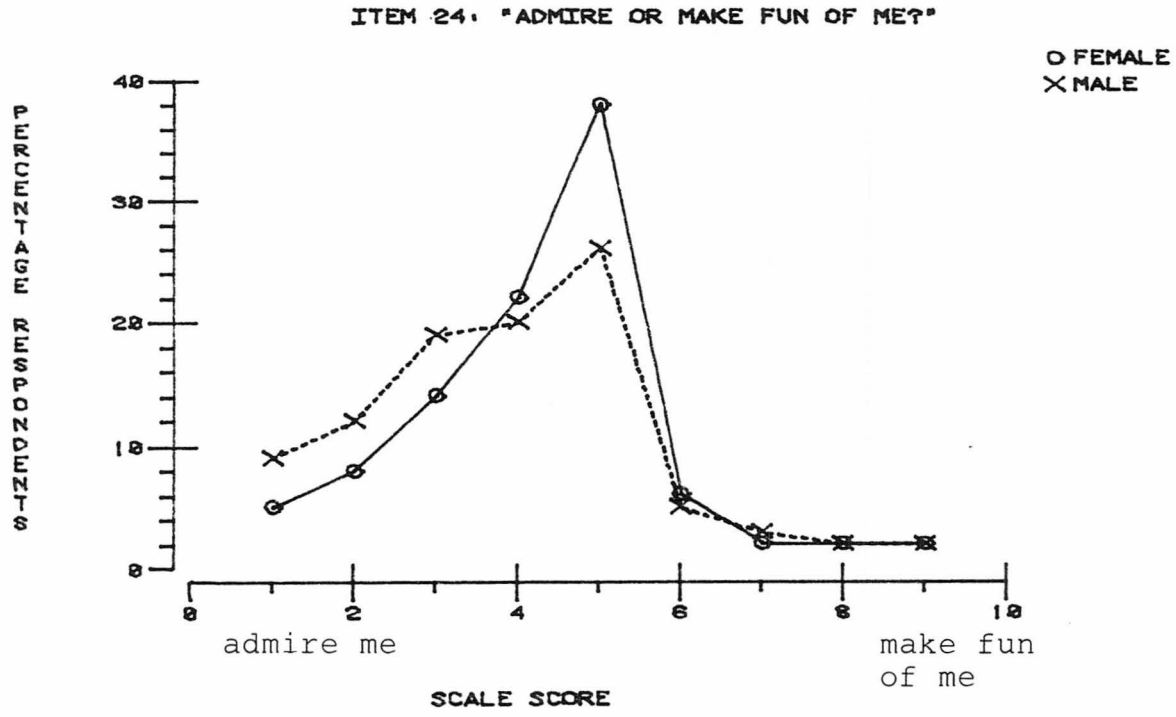


Figure 24. Percentage of Female and Male Respondents Scoring at Each Point on the Scale for Item 24.

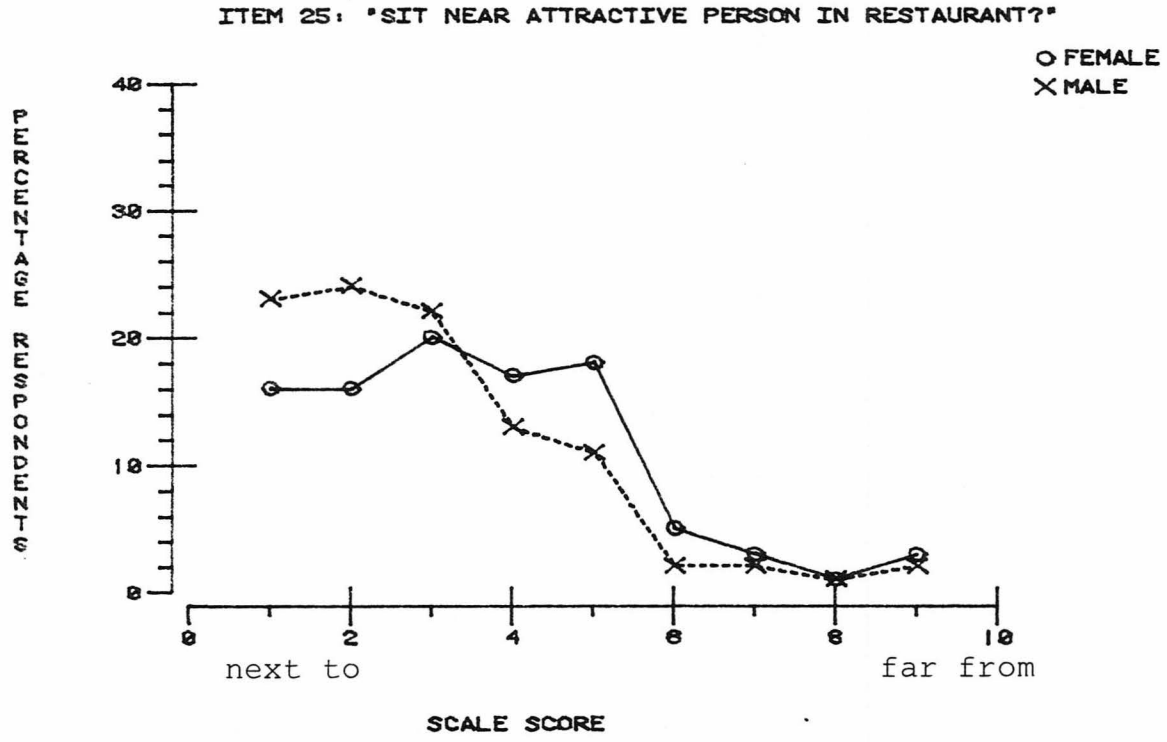


Figure 25. Percentage of Female and Male Respondents Scoring at Each Point on the Scale for Item 25.

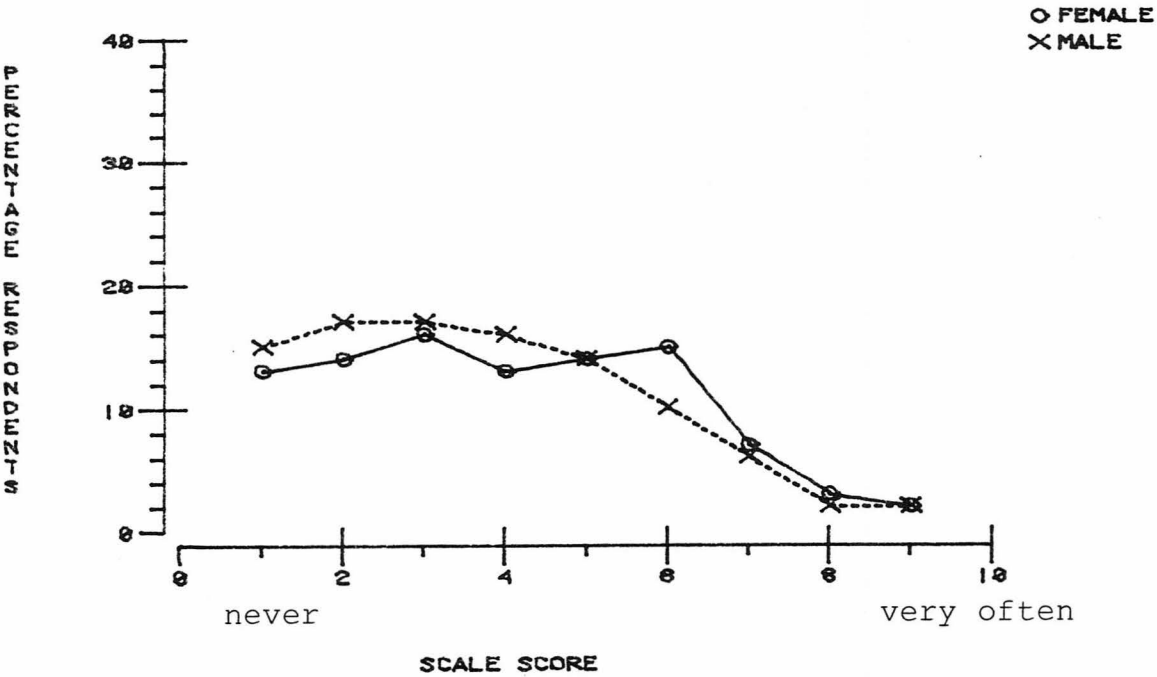


Figure 26. Percentage of Female and Male Respondents Scoring at Each Point on the Scale for Item 26.

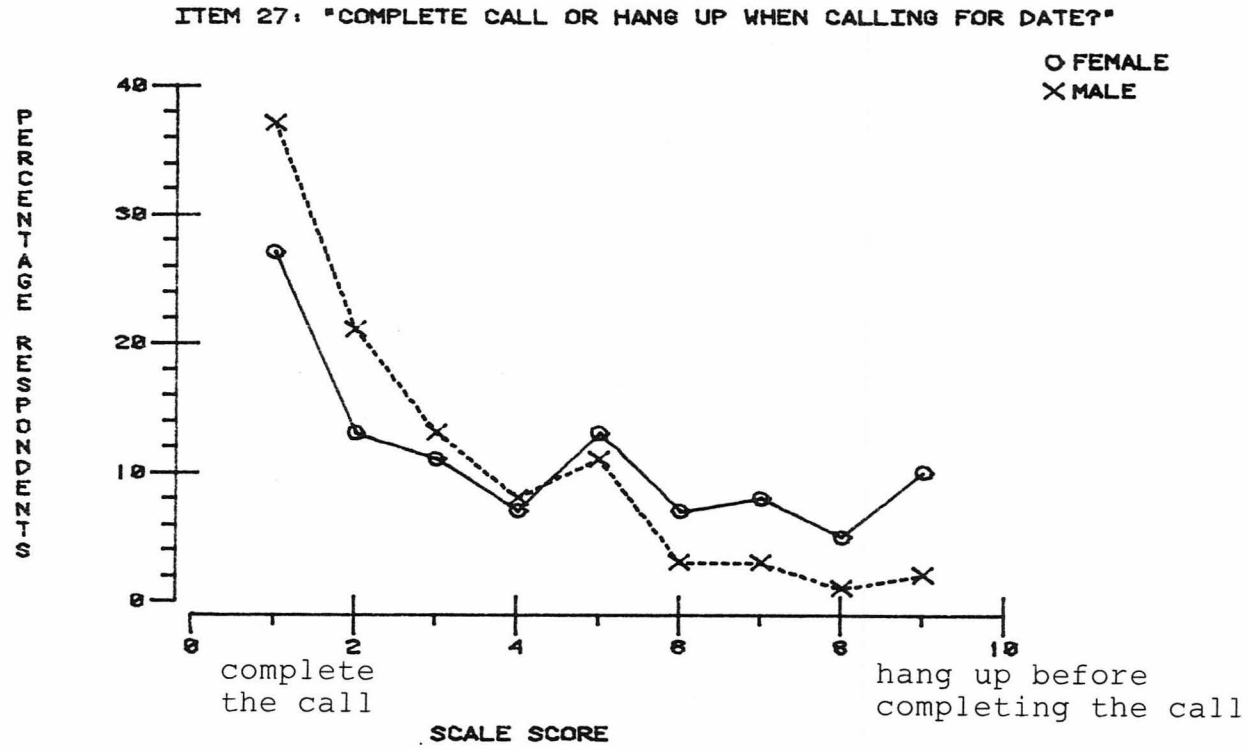


Figure 27. Percentage of Female and Male Respondents Scoring at Each Point on the Scale for Item 27.

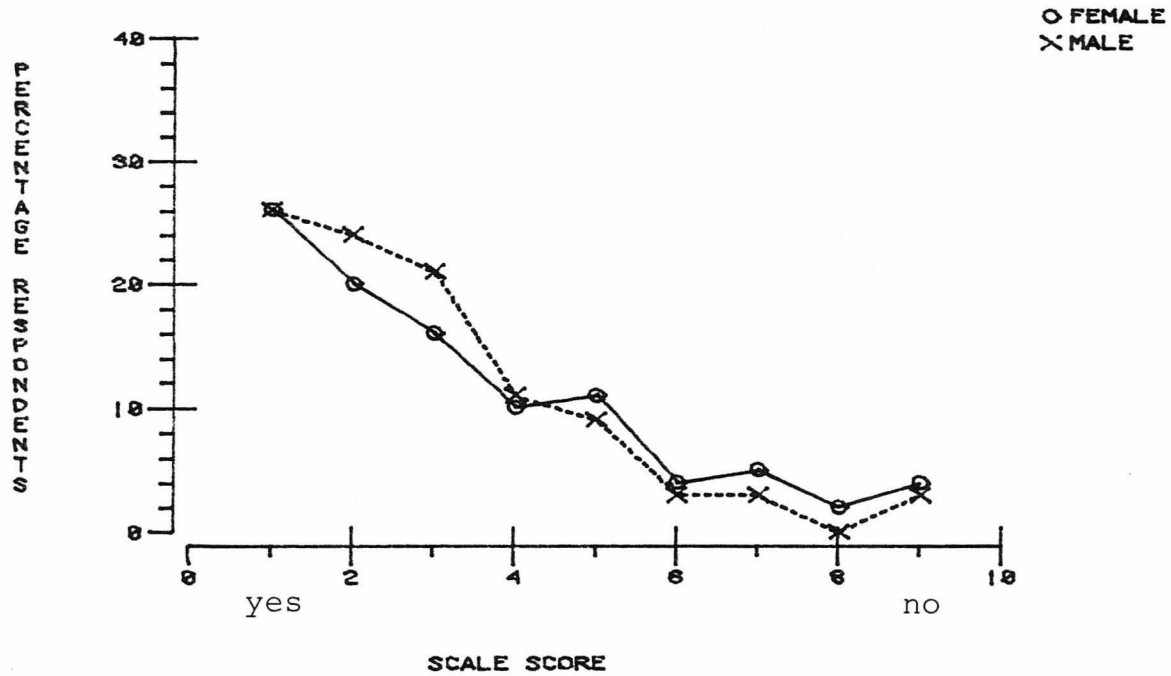


Figure 28. Percentage of Female and Male Respondents Scoring at Each Point on the Scale for Item 28.

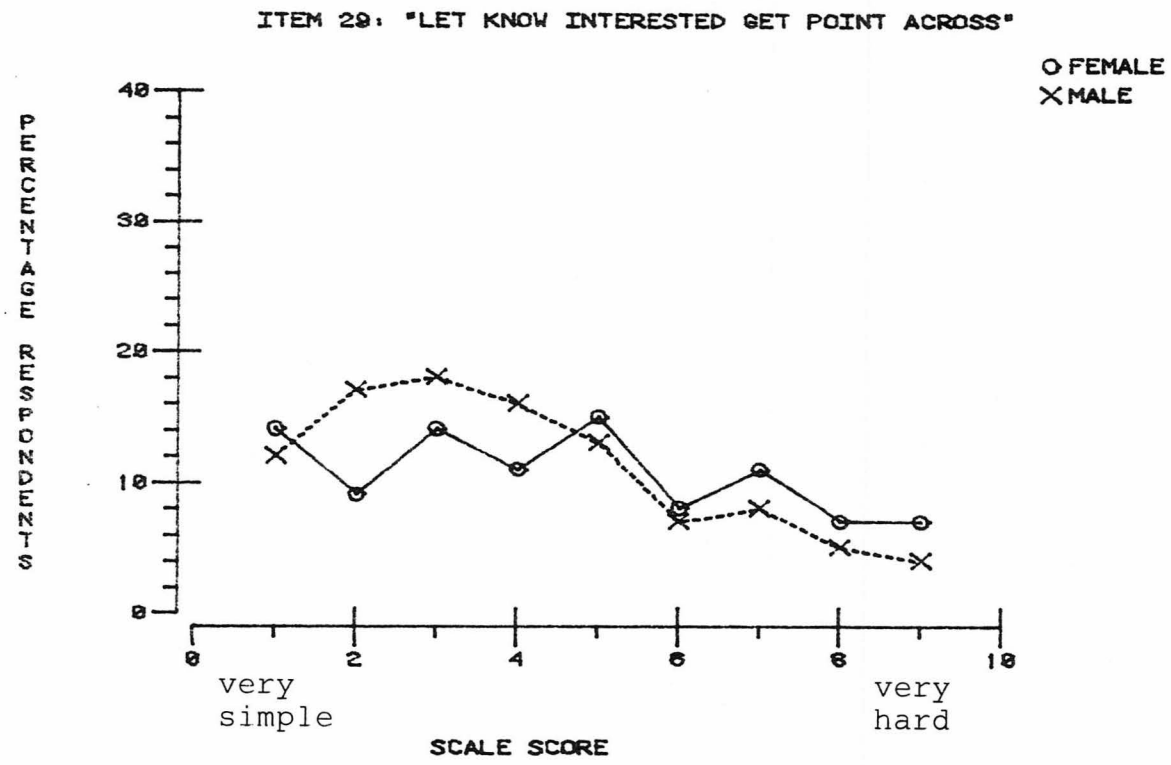


Figure 29. Percentage of Female and Male Respondents Scoring at Each Point on the Scale for Item 29.

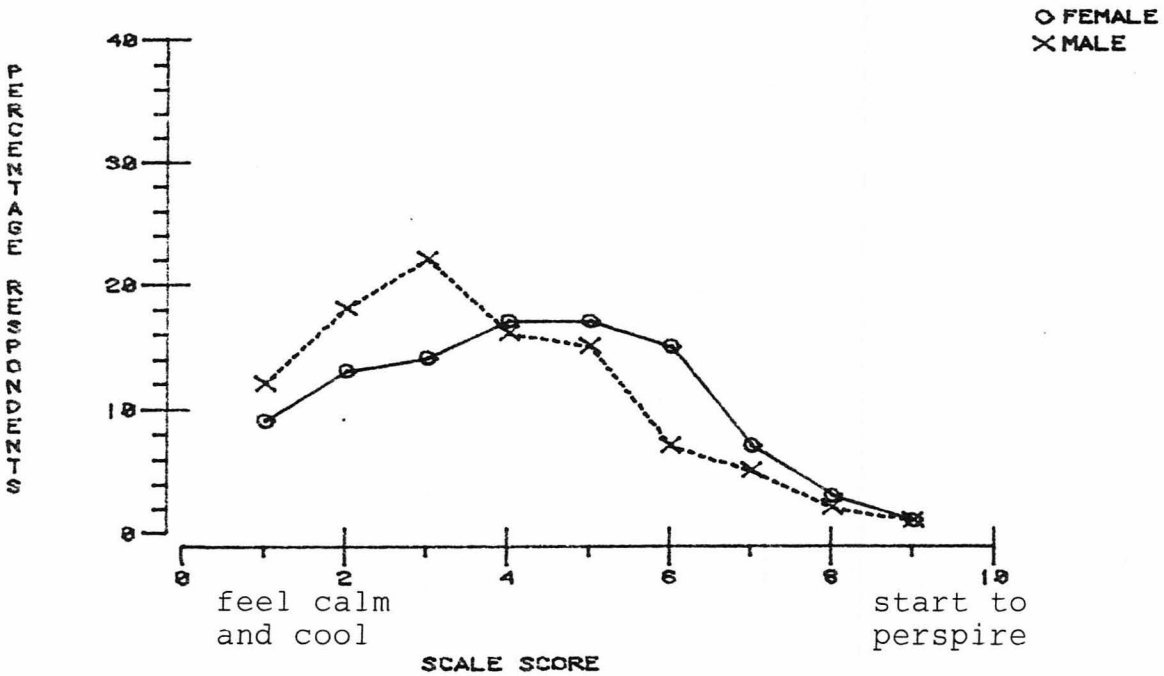


Figure 30. Percentage of Female and Male Respondents Scoring at Each Point on the Scale for Item 30.

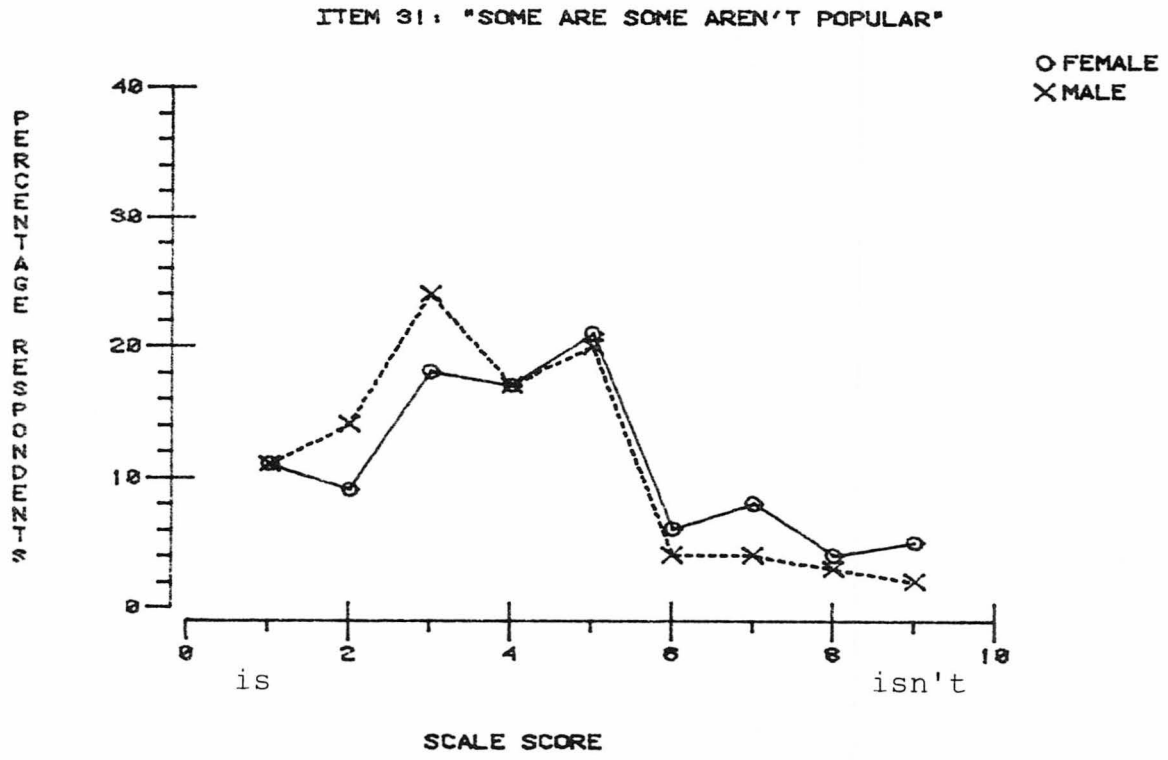


Figure 31. Percentage of Female and Male Respondents Scoring at Each Point on the Scale for Item 31.

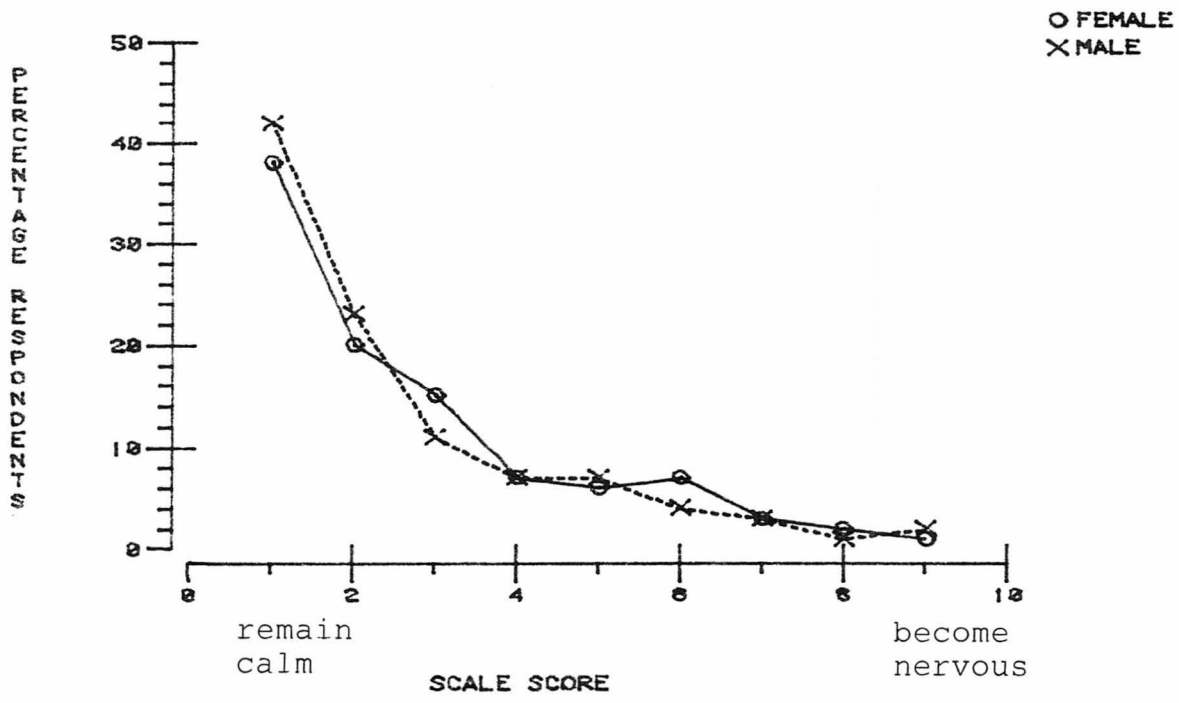


Figure 32. Percentage of Female and Male Respondents Scoring at Each Point on the Scale for Item 32.

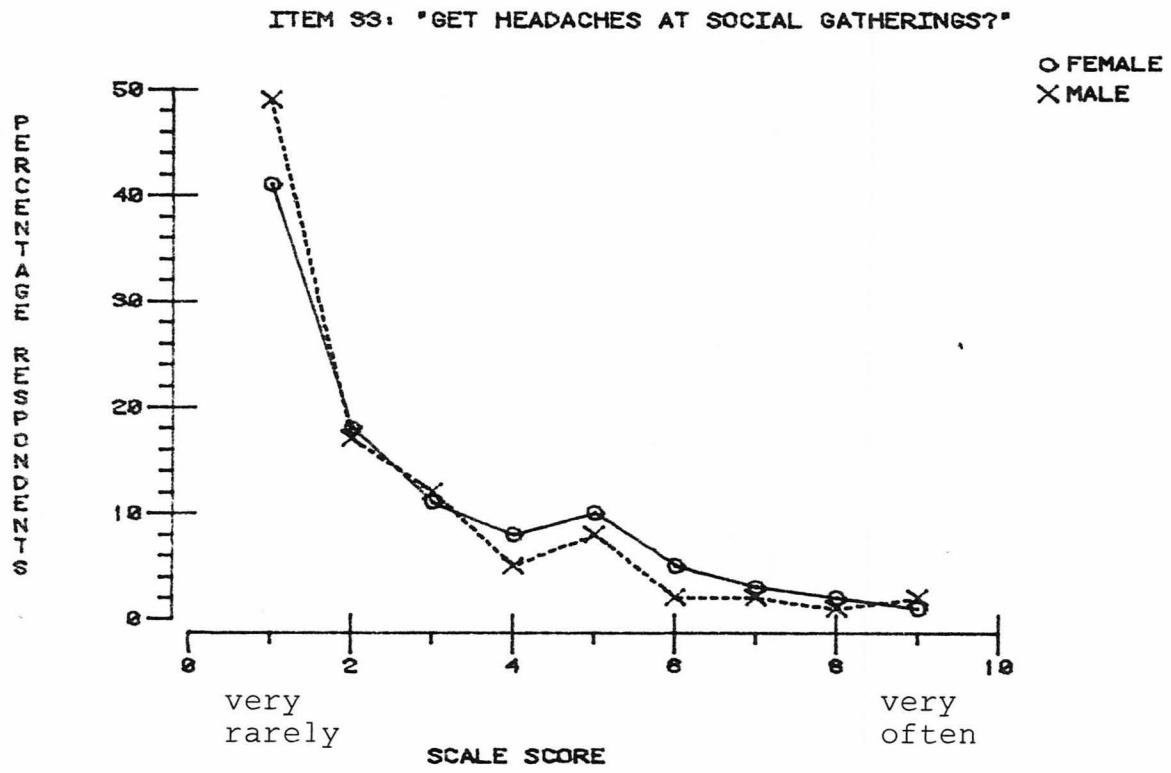


Figure 33. Percentage of Female and Male Respondents Scoring at Each Point on the Scale for Item 33.

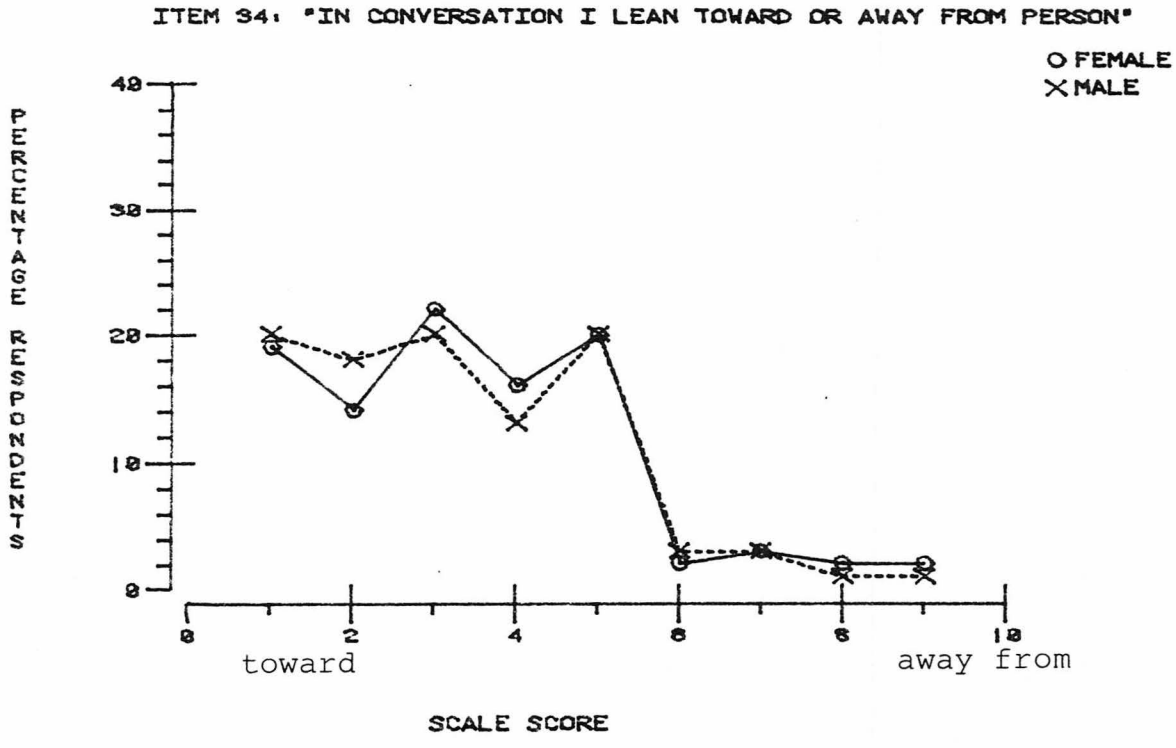


Figure 34. Percentage of Female and Male Respondents Scoring at Each Point on the Scale for Item 34.

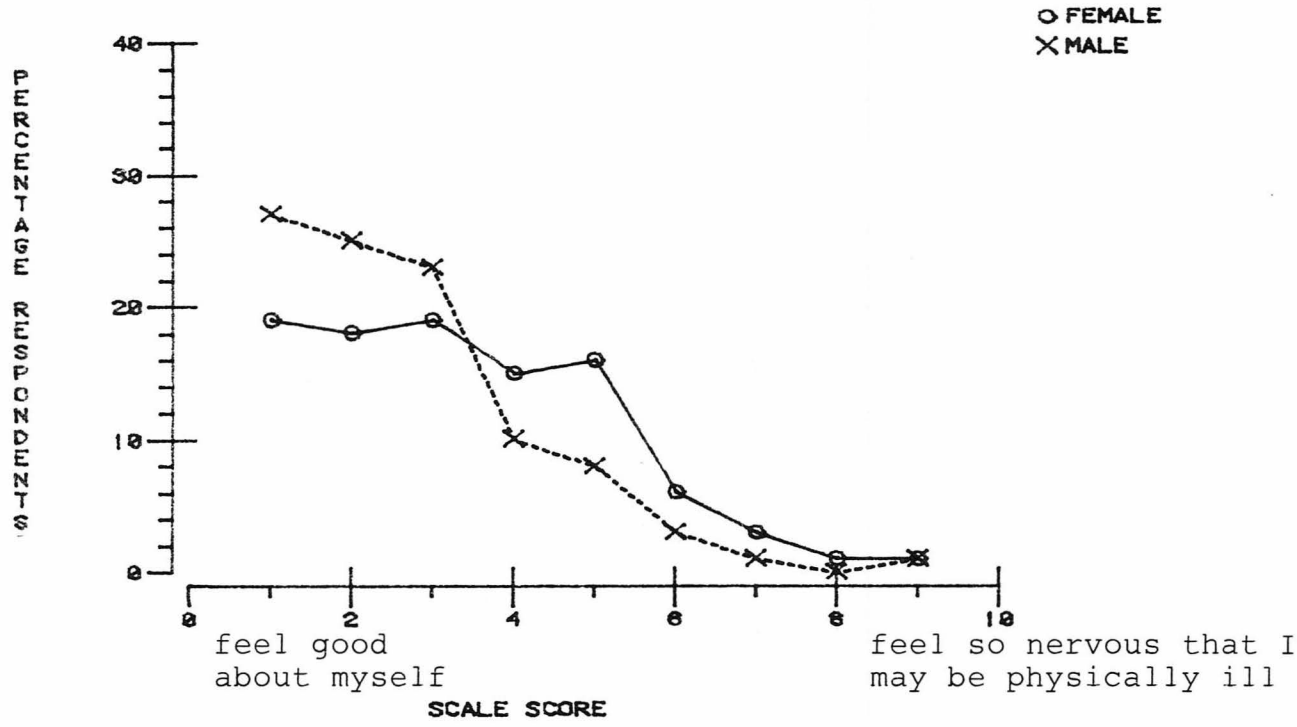


Figure 35. Percentage of Female and Male Respondents Scoring at Each Point on the Scale for Item 35.

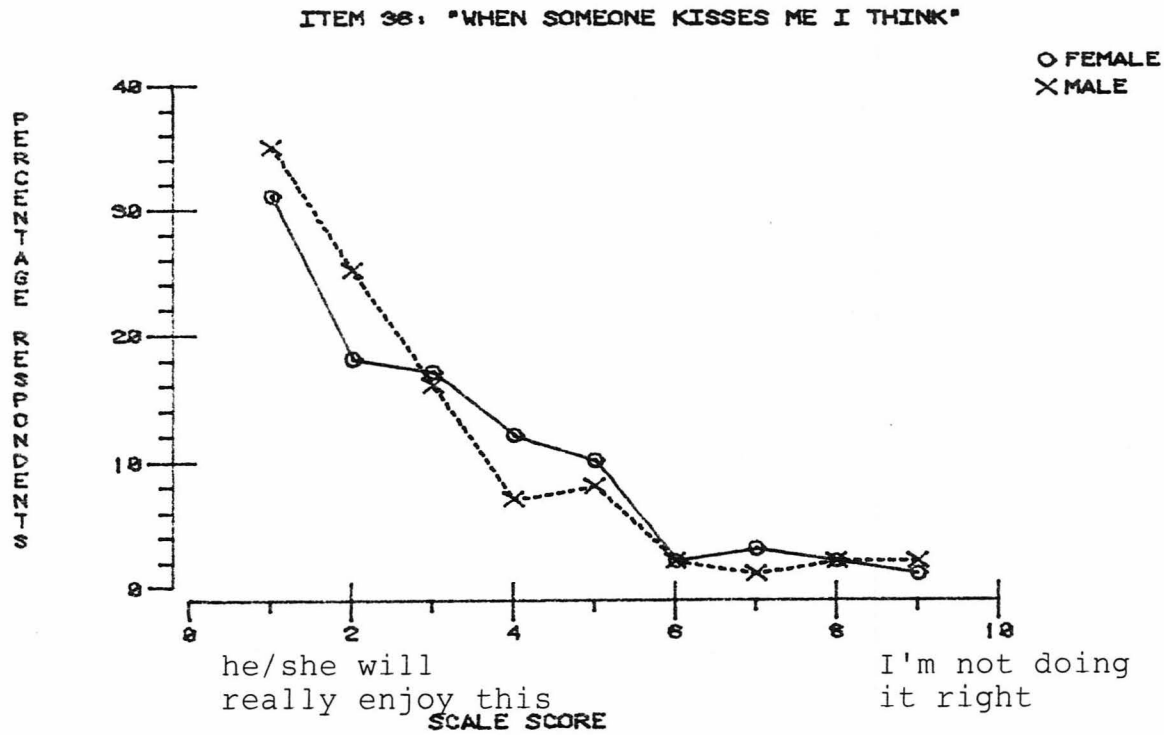


Figure 36. Percentage of Female and Male Respondents Scoring at Each point on the Scale for Item 36.

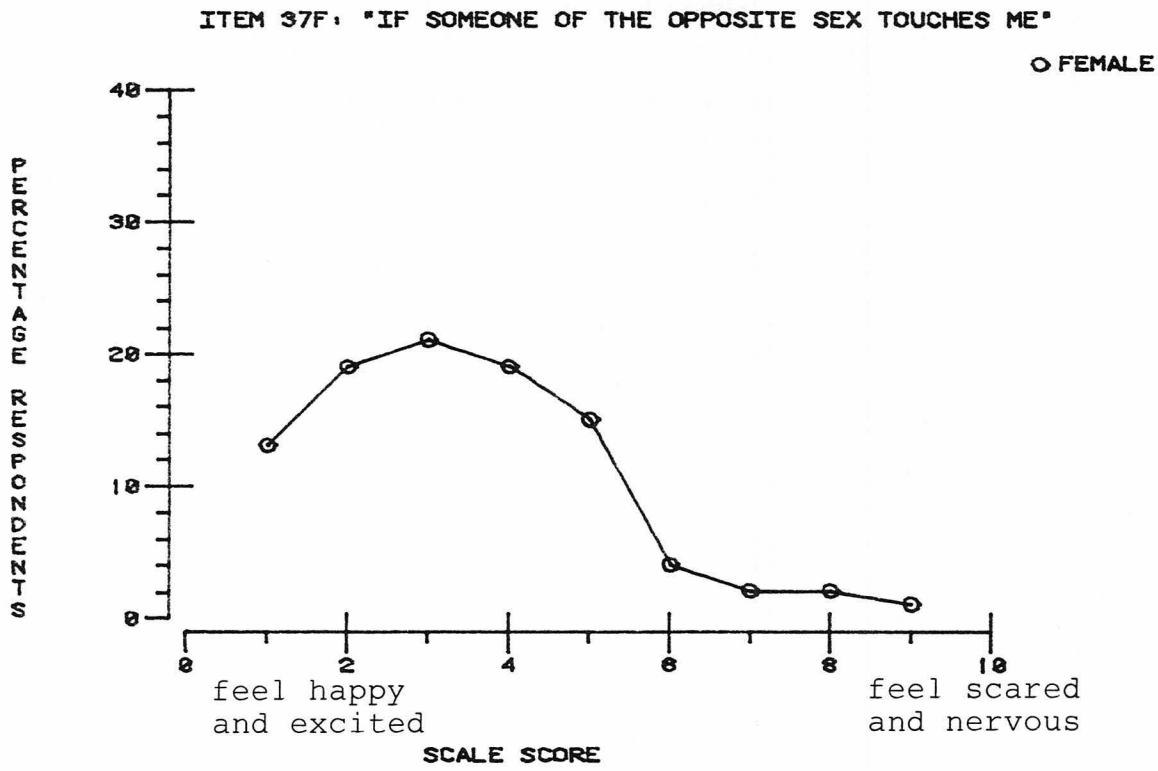


Figure 37. Percentage of Female Respondents Scoring at Each Point on the Scale for Item 37F.

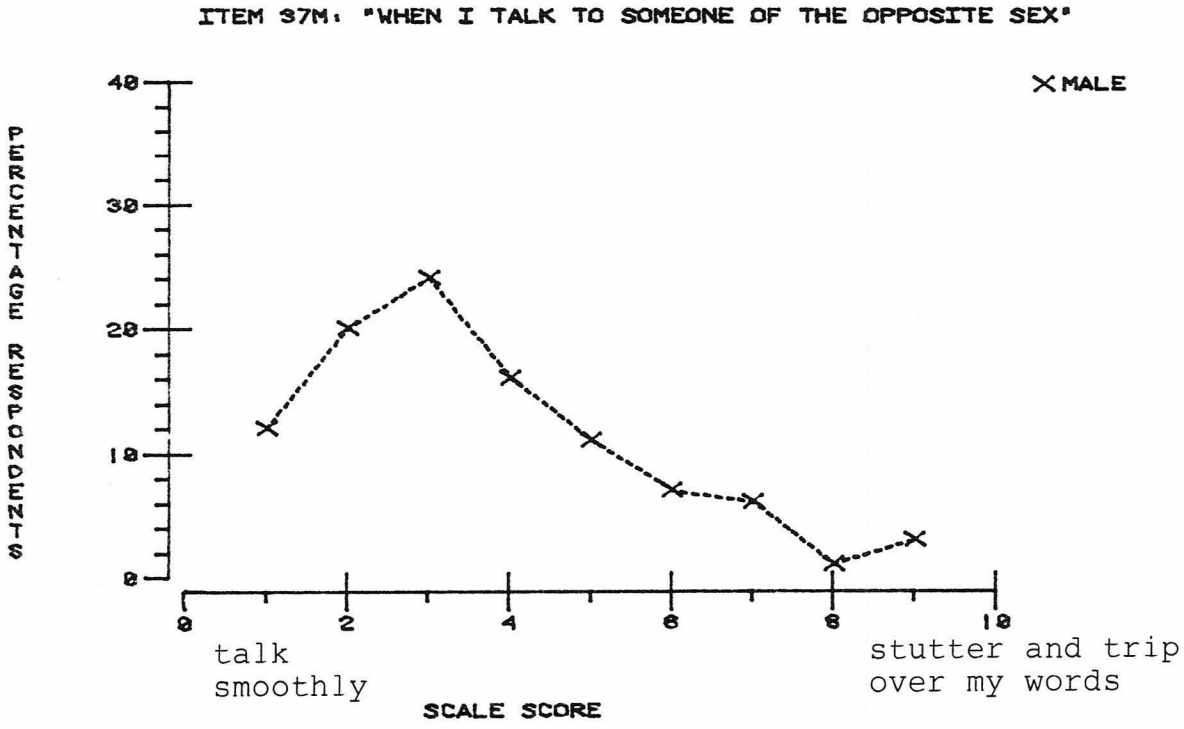


Figure 38. Percentage of Male Respondents Scoring at Each Point on the Scale for Item 37M.

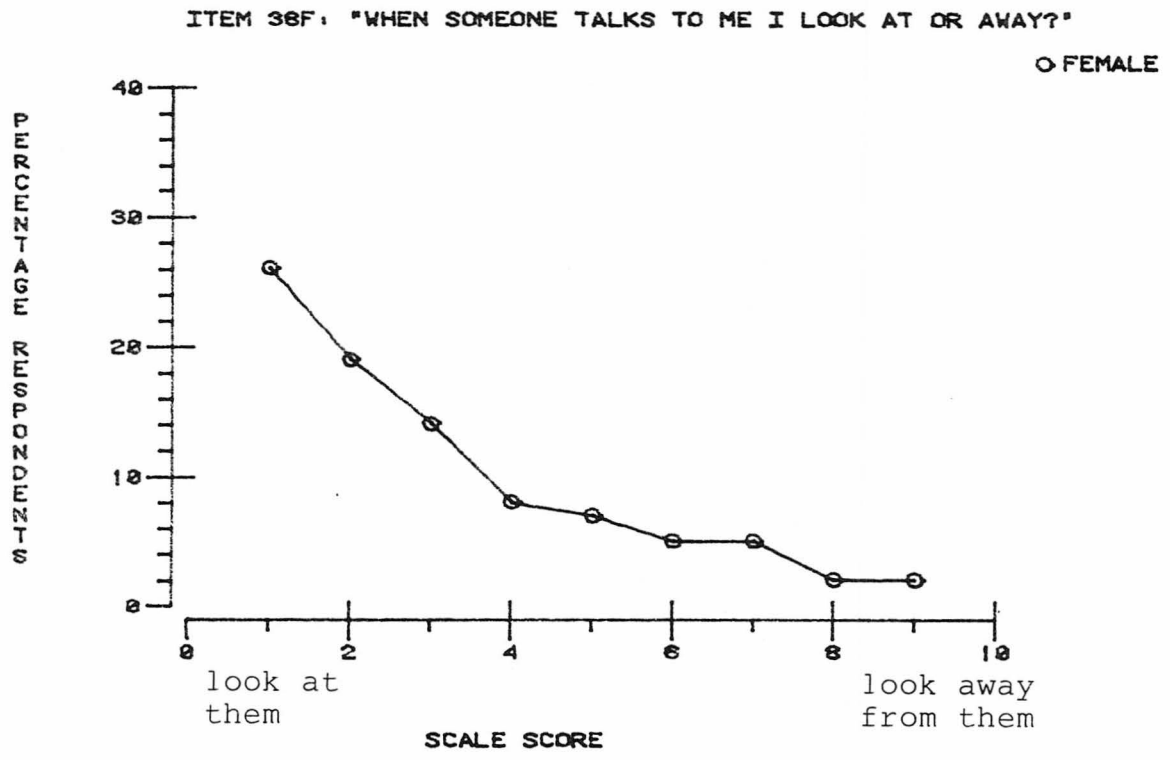


Figure 39. Percentage of Female Respondents Scoring at Each Point on the Scale for Item 38F.

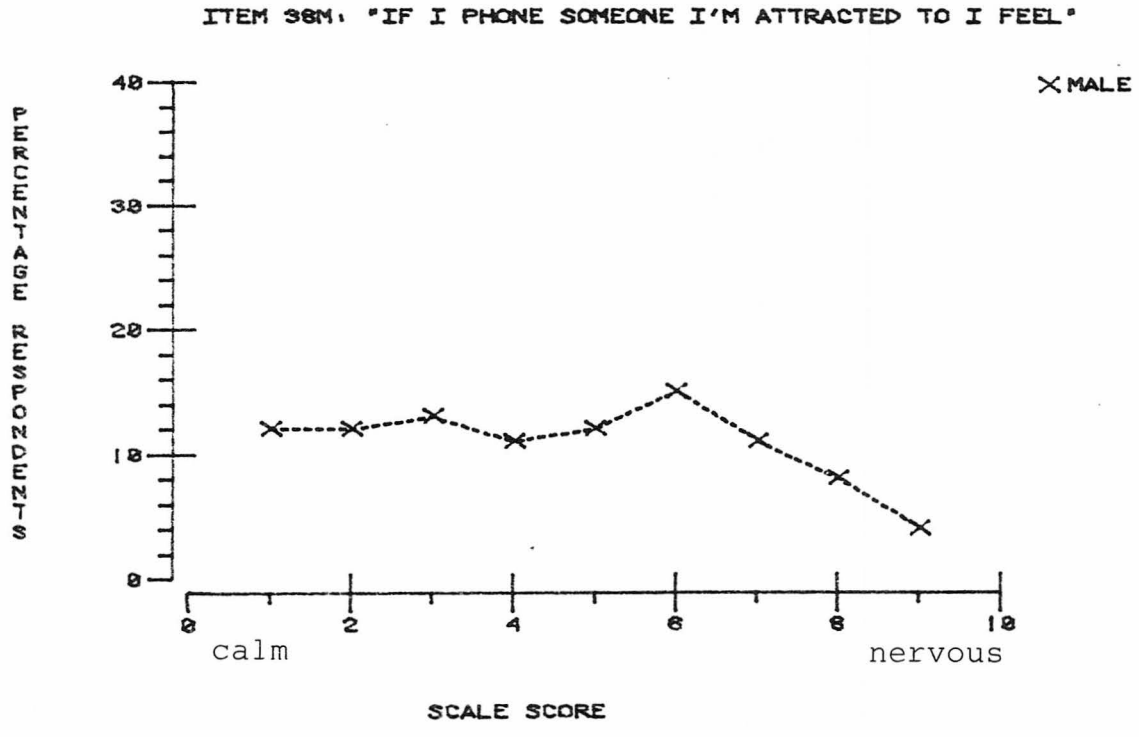


Figure 40. Percentage of Male Respondents Scoring at Each Point on the Scale for Item 38M.

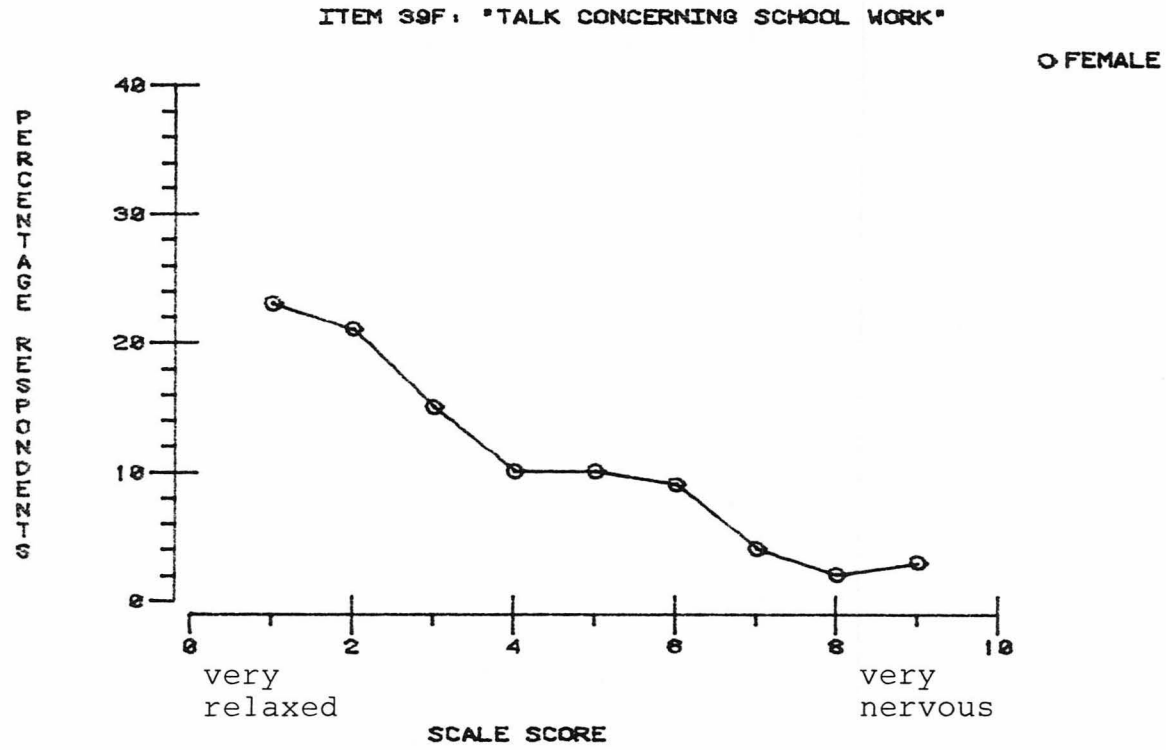


Figure 41. Percentage of Female Respondents Scoring at Each Point on the Scale for Item 39F.

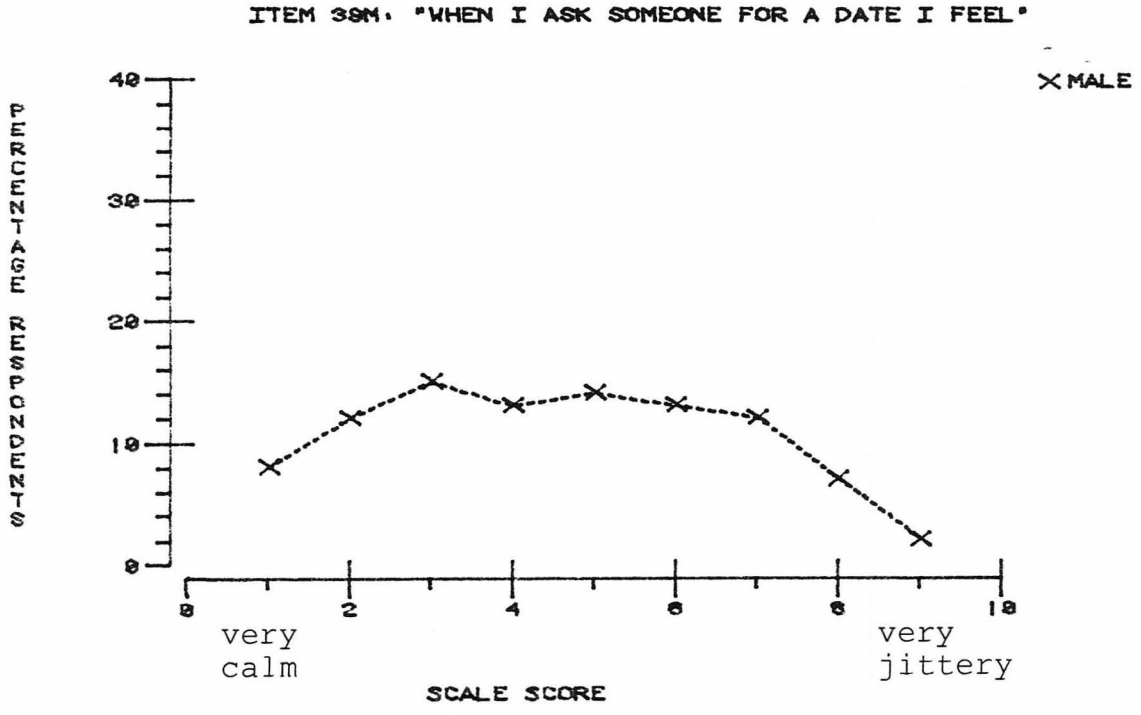


Figure 42. Percentage of Male Respondents Scoring at Each Point on the Scale for Item 39M.

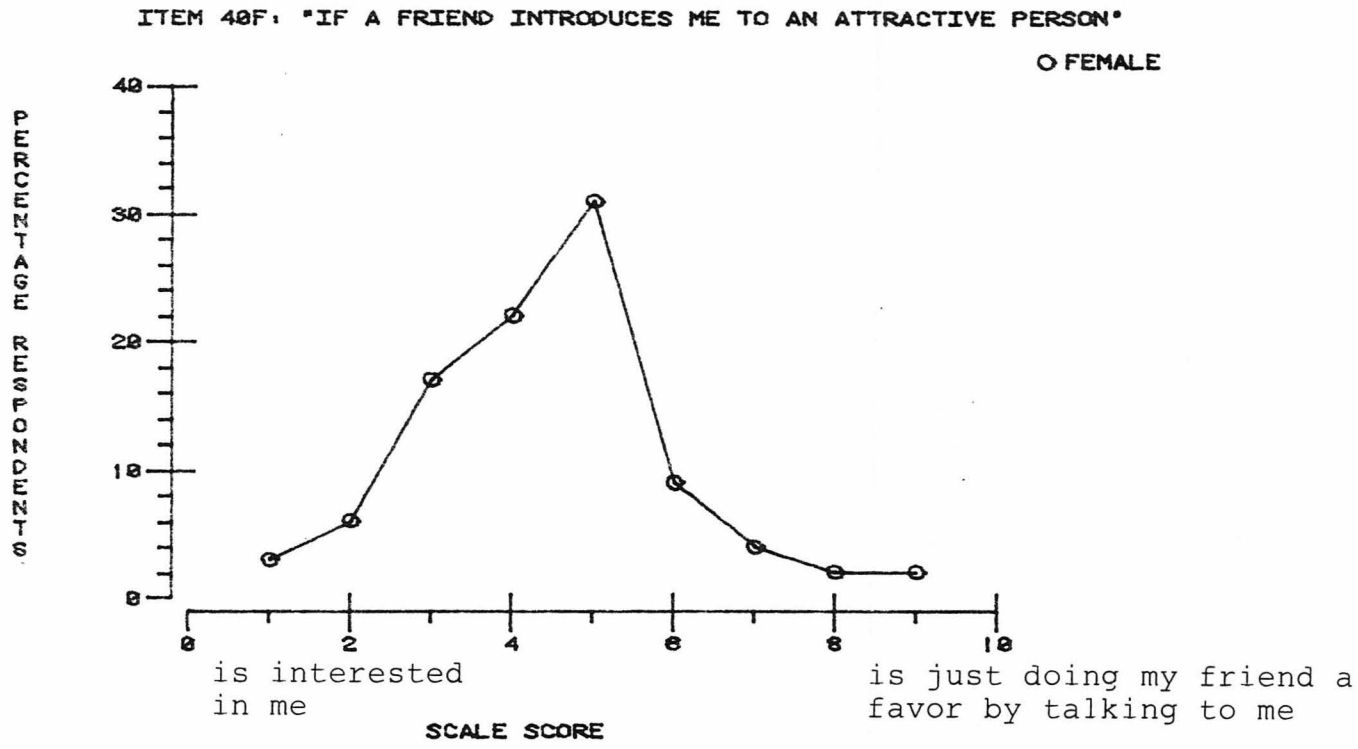


Figure 43. Percentage of Female Respondents Scoring at Each Point on the Scale for Item 40F.

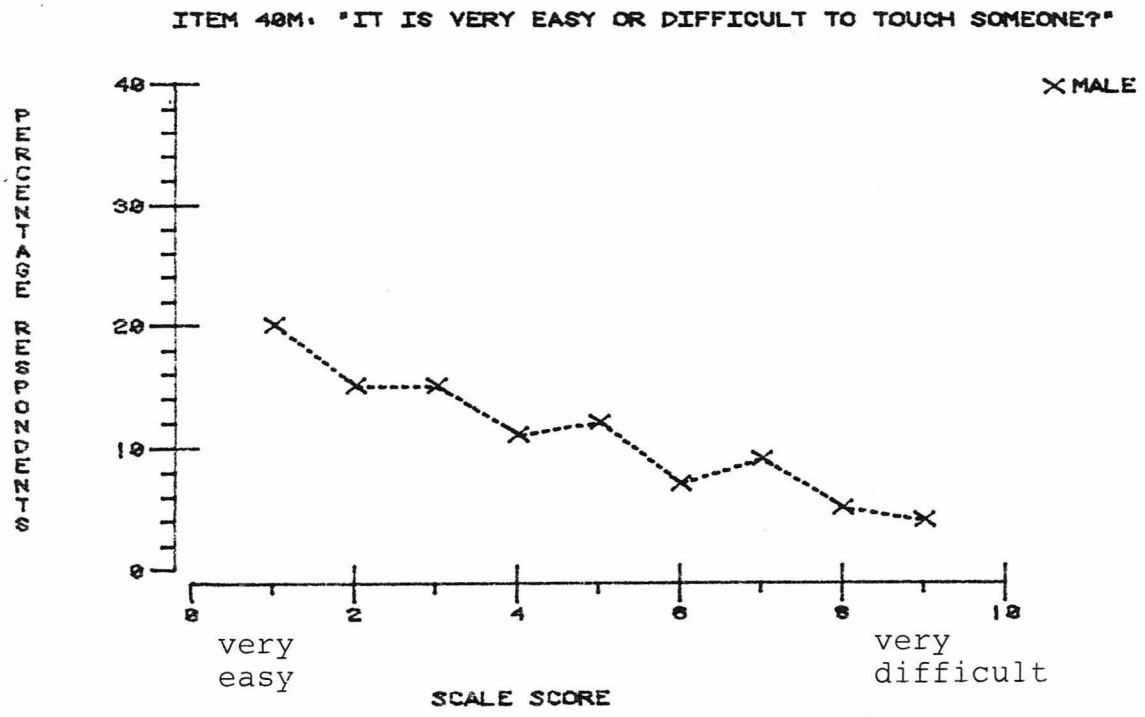
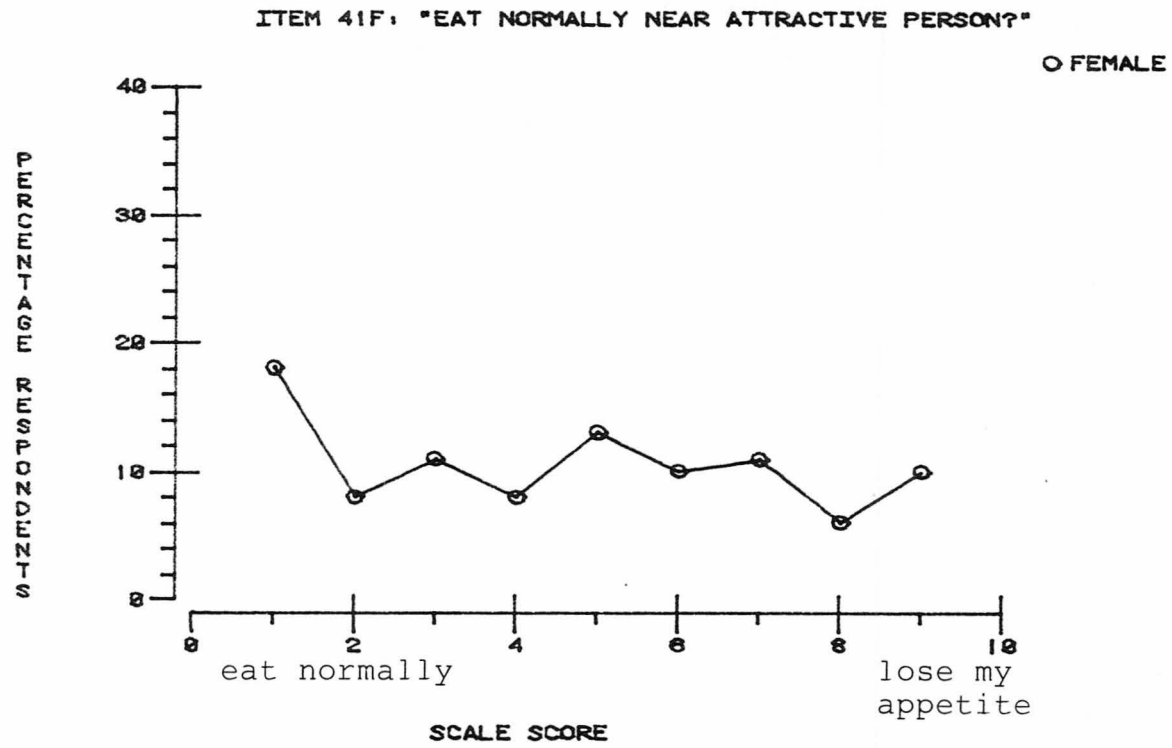


Figure 44. Percentage of Male Respondents Scoring at Each Point on the Scale for Item 40M.



Figjre 45. Percentage of Female Respondents Scoring at Each Point on the Scale for Item 41F.

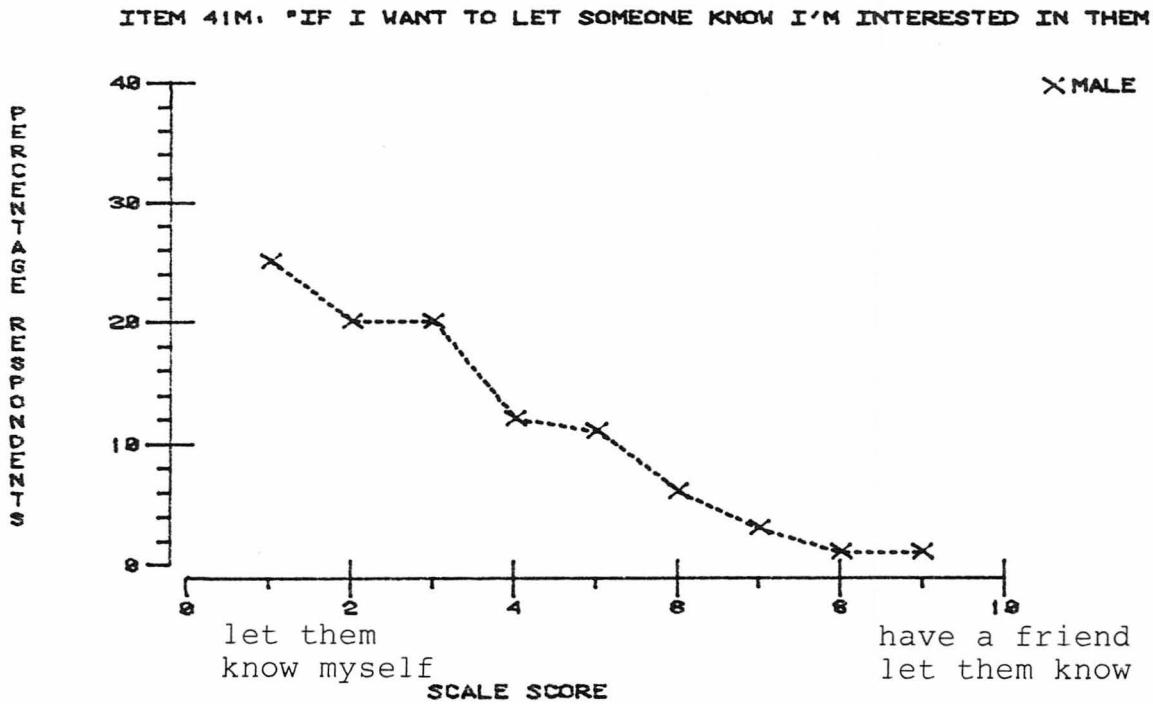


Figure 46. Percentage of Male Respondents Scoring at Each Point on the Scale for Item 41M.

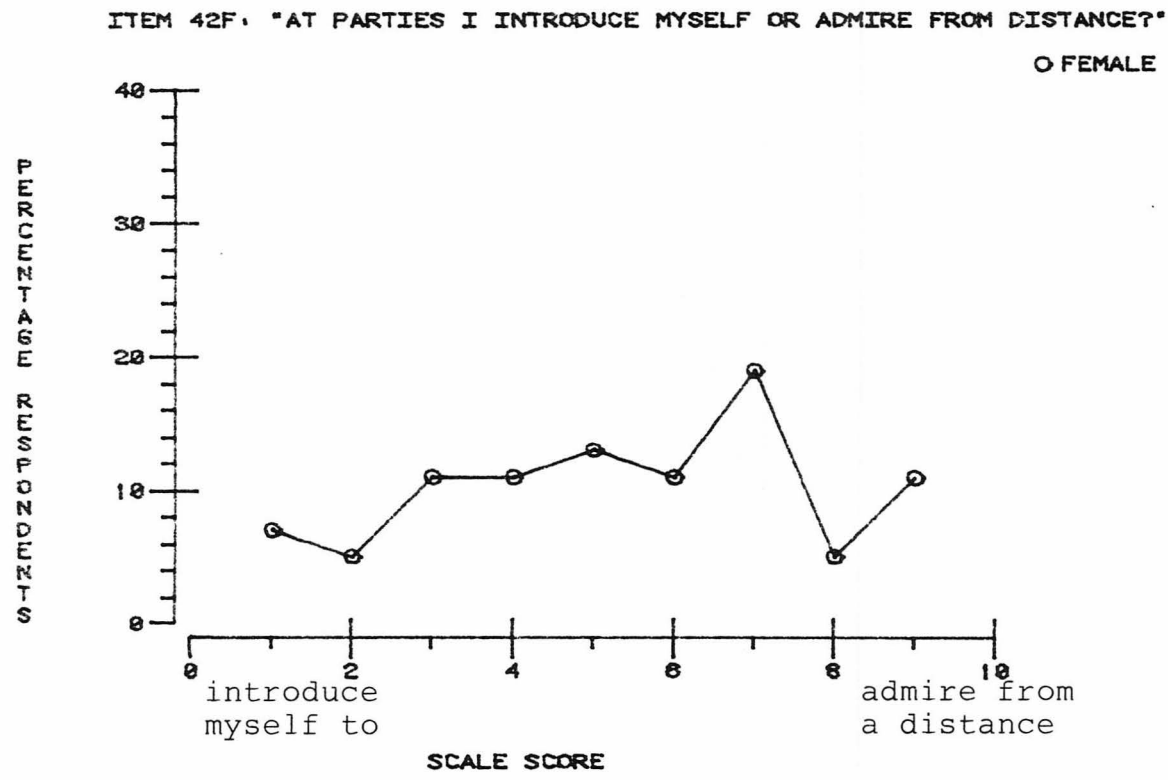


Figure 47. Percentage of Female Respondents Scoring at Each Point on the Scale for Item 42F.

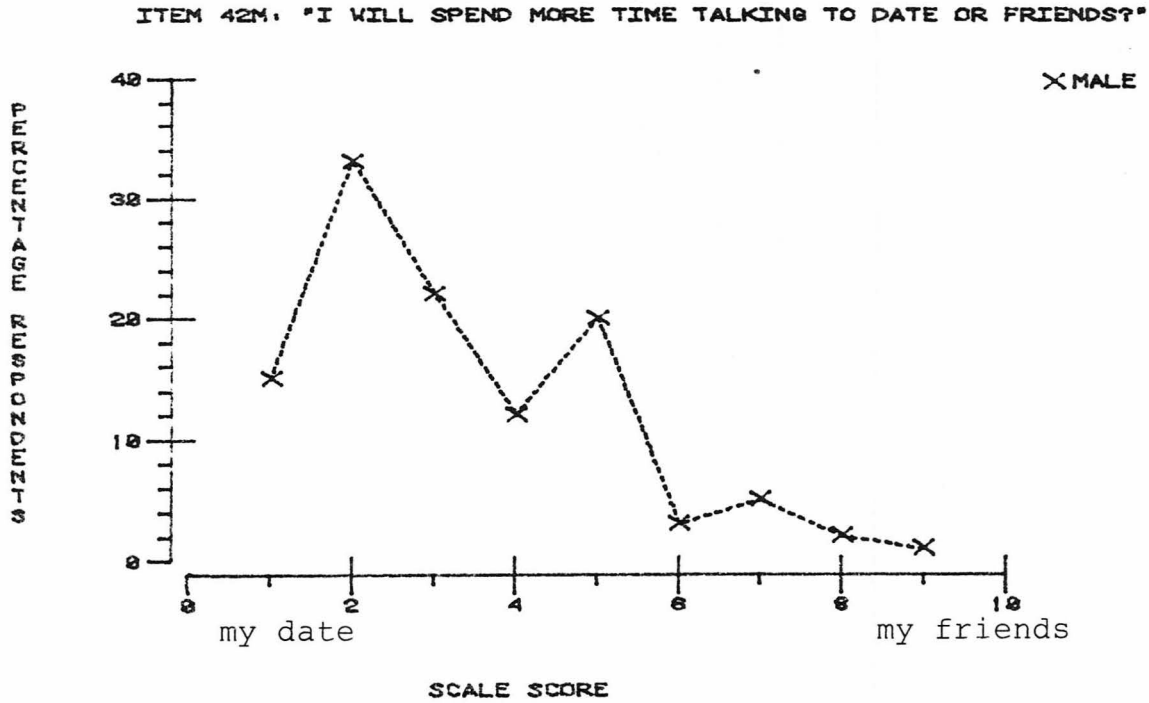


Figure 48. Percentage of Male Respondents Scoring at Each Point on the Scale for Item 42M.

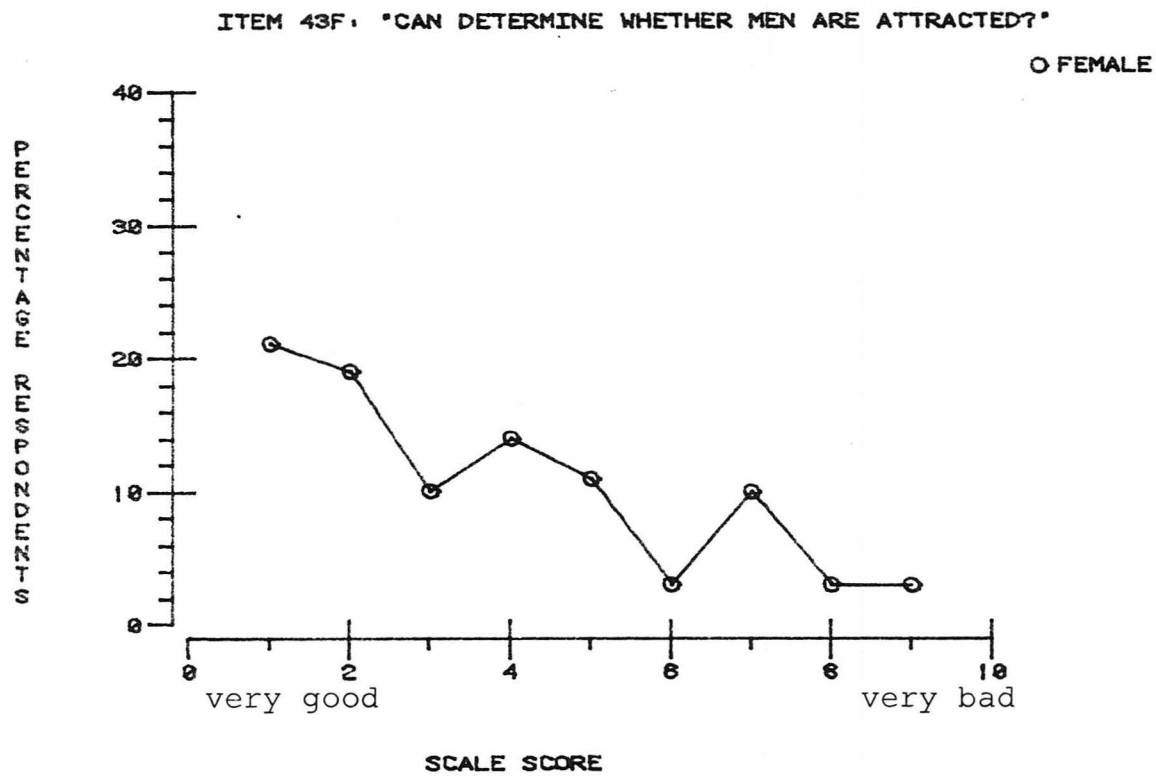


Figure 49. Percentage of Female Respondents Scoring at Each Point on the Scale for Item 43F.

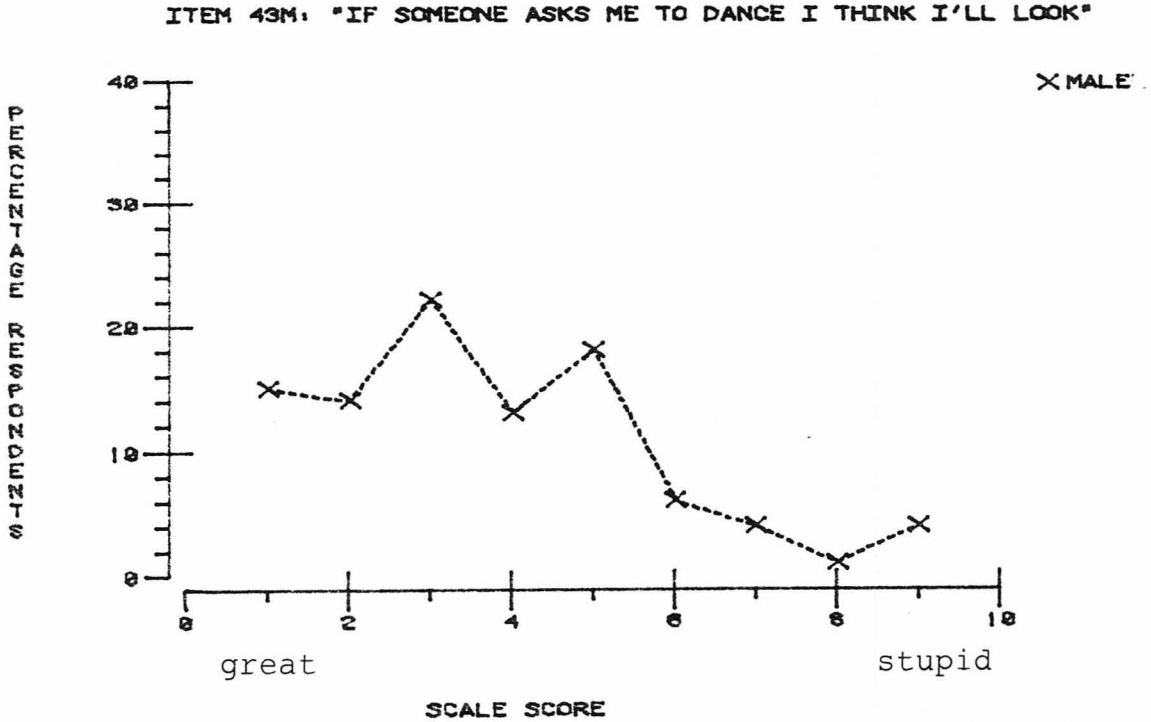


Figure 50. Percentage of Male Respondents Scoring at Each Point on the Scale for Item 43M.

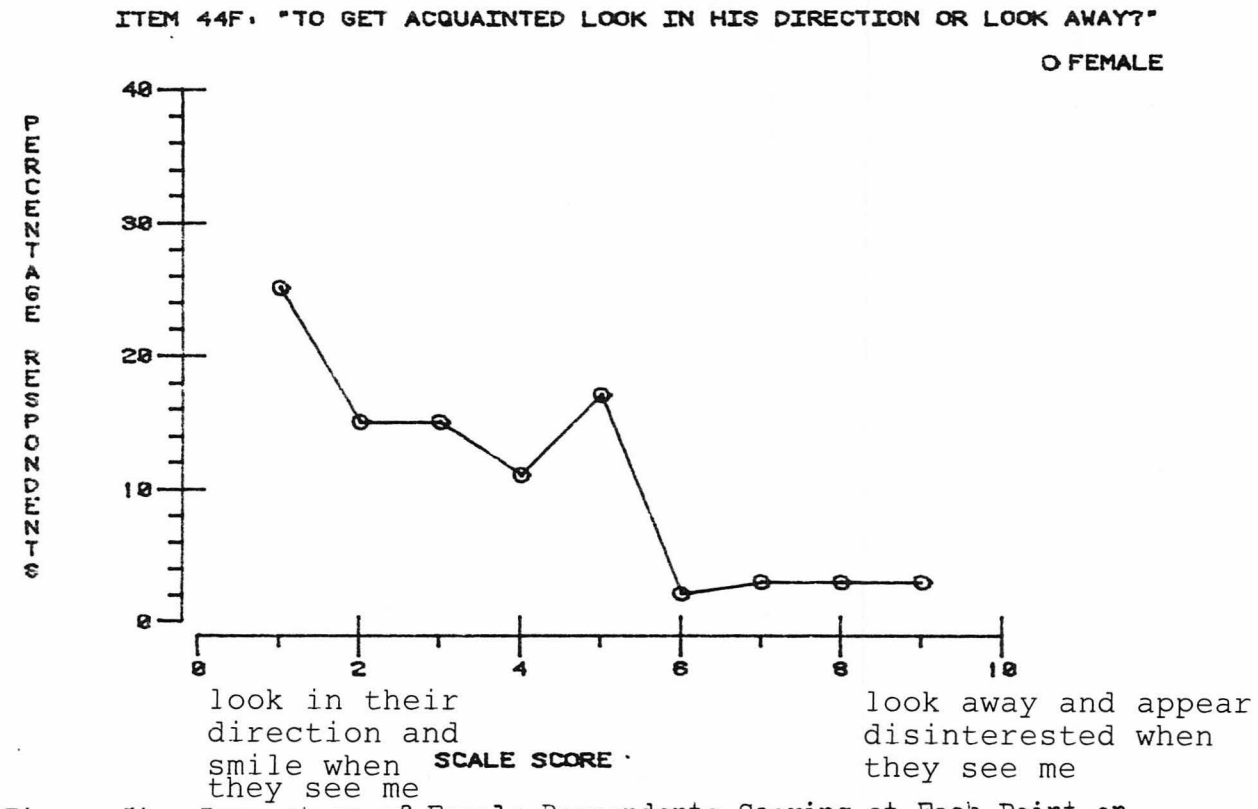


Figure 51. Percentage of Female Respondents Scoring at Each Point on the Scale for Item 44F.

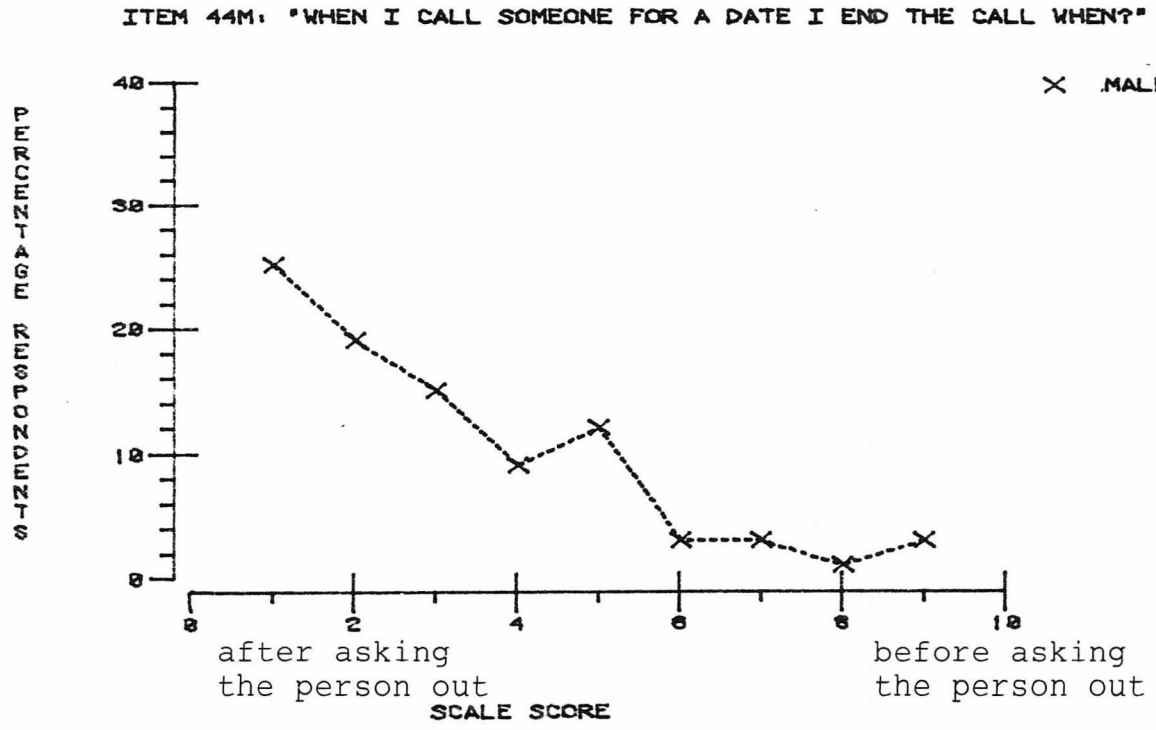


Figure 52. Percentage of Male Respondents Scoring at Each Point on the Scale for Item 44M.

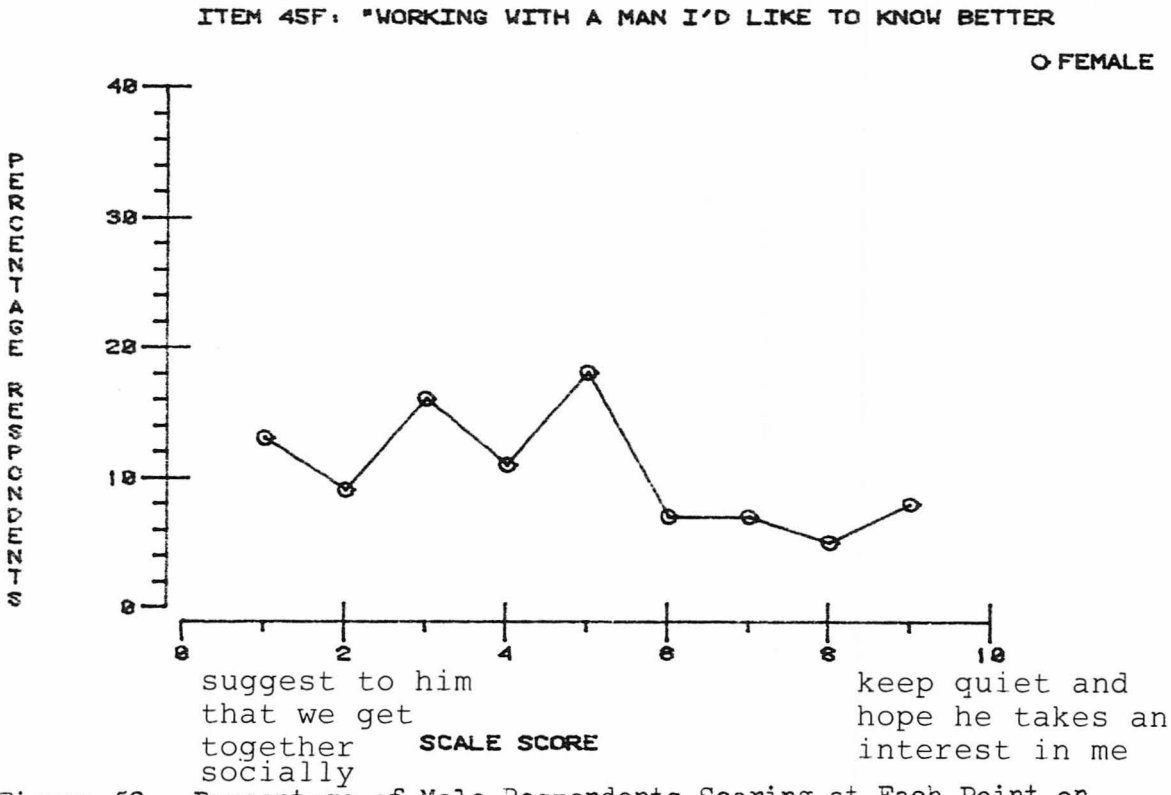


Figure 53. Percentage of Male Respondents Scoring at Each Point on the Scale for Item 45F.

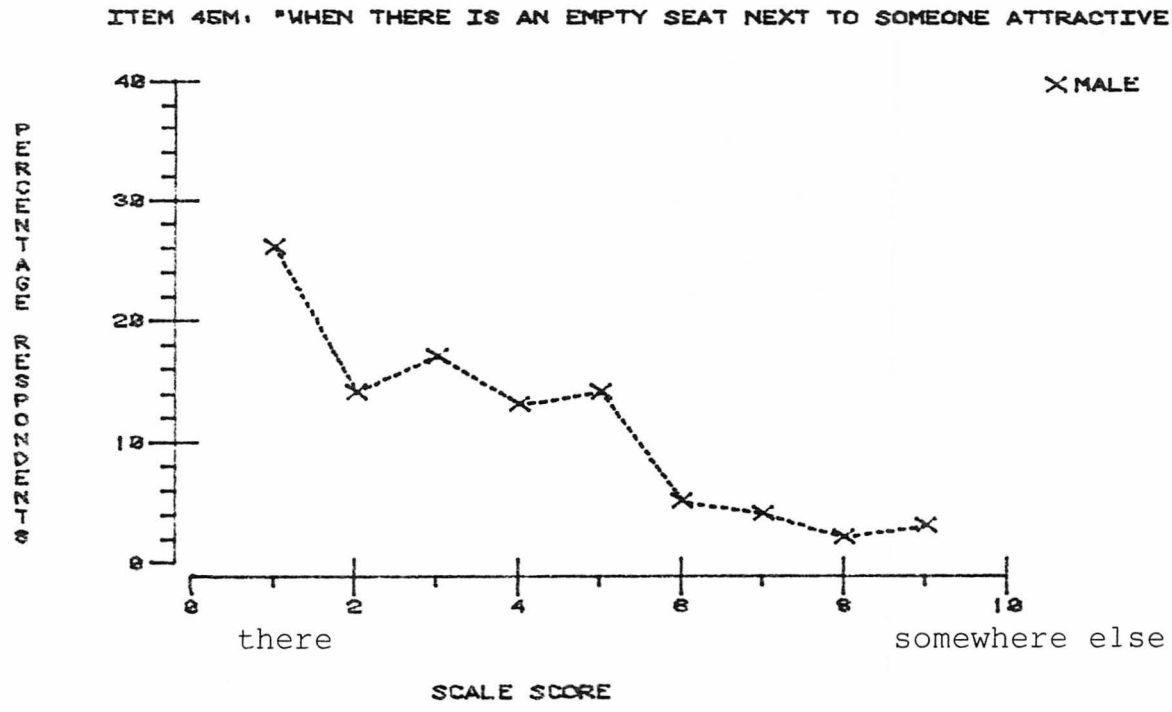


Figure 54. Percentage of Male Respondents Scoring at Each Point on the Scale for Item 45M.

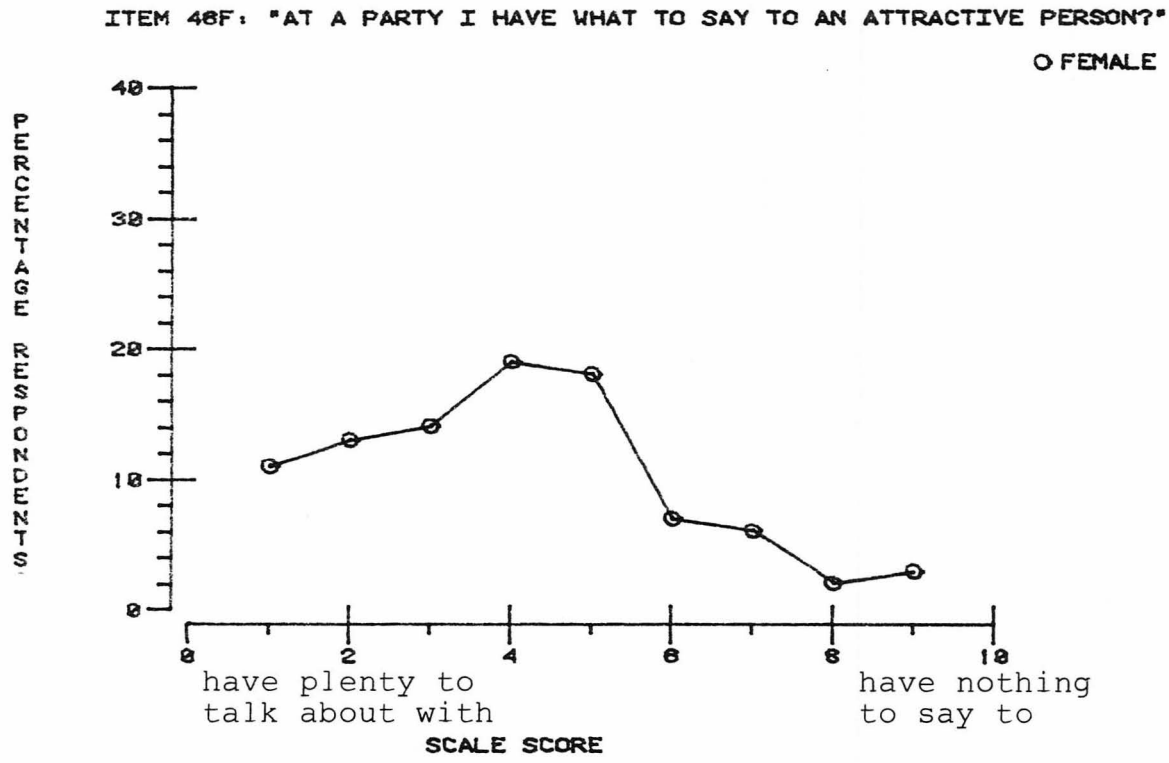


Figure 55. Percentage of Female Respondents Scoring at Each Point on the Scale for Item 46F.

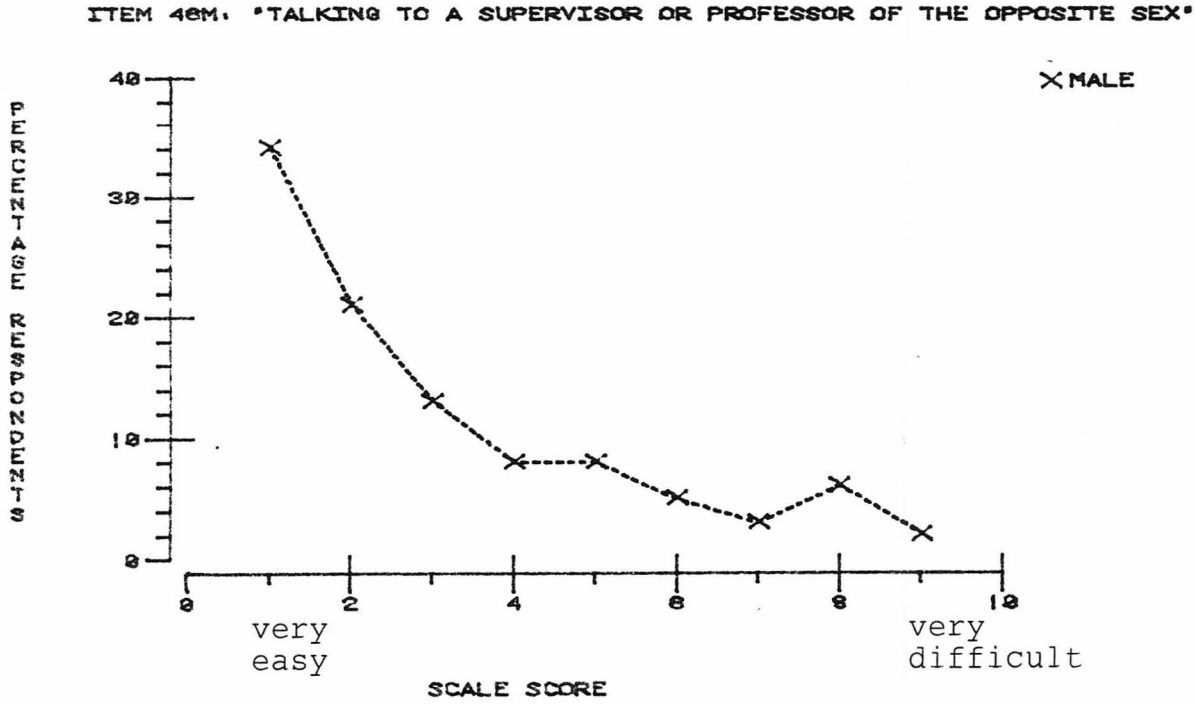


Figure 56. Percentage of Male Respondents Scoring at Each Point on the Scale for Item 46M.

Table 54

Sex Differences On Items From Iteration Three

No.	Item	Subscale	Chi Square
3	If someone desirable talks to me, I usually think whatever I say in return will be very interesting/very boring.	cognition	Chi Square=18.44, $p < .02$
15	I think that I'm very attractive and desirable/ very unattractive and undesirable.	cognition	Chi Square=19.97, $p < .01$
6	When I'm trying to get to know somebody, I usually find myself with plenty to say/at a loss for words.	skill	Chi Square=16.90, $p < .03$
18	When I'm on a date, I usually think of good things to say		

Table 54 (continued)

No.	Item	Subscale	Chi Square
	at the right time/after it is too late.	skill	Chi Square=18.42, $p < .02$
27	When I pick up the phone to call someone for a date I usually complete the call/hang up before complet-ing the call.	skill	Chi Square=21.26, $p < .01$
22	If my friends ever talk about dating I feel fine/tense and anxious.	anxiety	Chi Square=17.59, $p < .02$

Table 55

Percentage of Total Scores On Cognition Subscale For Females

Iteration 3

Range	n	Percentage
(0-15)	1	0.6
(15-30)	10	5.7
(30-45)	48	27.4
(45-60)	43	24.6
(60-75)	43	24.6
(75-90)	22	12.6
(90-105)	8	4.6
(105-120)	0	0
(120-135)	0	0

Missing Cases = 0

Table 56

Percentage Of Total Scores On Skill Subscale for Females

Iteration 3

Range	n	Percentage
(0-15)	0	0
(15-30)	16	9.1
(30-45)	32	18.3
(45-60)	48	27.4
(60-75)	41	23.4
(75-90)	20	11.4
(90-105)	14	8.0
(105-120)	3	1.7
(120-135)	1	0.6

Missing Cases = 0

Table 57

Percentage Of Total Scores On Anxiety Subscale For Females

Iteration 3

Range	n	Percentage
(0-16)	1	0.6
(16-32)	21	12.0
(32-48)	52	29.7
(48-64)	46	26.3
(64-80)	31	17.7
(80-96)	18	10.3
(96-112)	5	2.9
(112-128)	1	0.6
(128-144)	0	0.0

Missing Cases = 0

Table 58

Percentage Of Total Scores On Cognition Subscale For Males

Iteration 3

Range	n	Percentage
(0-15)	0	0
(15-30)	14	8.6
(30-45)	57	35.0
(45-60)	47	28.8
(60-75)	27	16.6
(75-90)	15	9.2
(90-105)	1	0.6
(105-120)	2	1.2
(120-135)	0	0

Missing Cases = 0

such a pattern. In the third, responses were distributed throughout the entire scale. Items 2, 4, 6, 8, 9, 11, 12,14, 18, 20, 26, 29, 30, 38M, 39M, 40M, 41F, 42F, 43F, 43M, 45F, and 46F. The implications of these patterns are noted in the discussion section.

Ranges of Total Scores by Sex

Females. On the cognition subscale of the third iteration the largest group of women, 27.4%, scored within the range of 30 to 45 with 135 as the highest possible score. The second largest groups of women, 24.6% each, scored within the ranges of 45 to 60 and 60 to 75 (Table 55).

On the skill subscale, the largest group of women, 27.4%, scored within the range of 45 to 60 with 135 as the highest possible score. The second most common range of scores was 60 through 75 with 23.4% of the women falling into this category (Table 56).

On the anxiety subscale, the largest group of women, 29.7%, had scores ranging from 32 to 48 with 144 as the possible maxiumum score. The second largest grouping, 26.3%, had scores ranging from 48 through 64 (Table 57). On all subscales, very few women had extremely low or extremely high scores.

Males. On the cognition subscale of the third iteration the largest group of men, 35.0%, had scores ranging from 30 through 45 with 135 as the possible maximum score. The next largest group of male respondents, 28.8%, had scores ranging from 45 through 60 (Table 58).

On the skill subscale, the largest group of men, 30.7%, had total scores within the range of 48 to 64 with 144 as the highest possible score. The second largest group, 27.6%, had scores within the range of 32 to 48 (Table 59).

On the anxiety subscale, the largest group of respondents, 29.4%, had total scores ranging from 30 to 45 with 135 as the possible maximum score. The next largest group of men, 27.0%, had scores within the range of 45 to 60 (Table 60). Again, on all subscales, very few respondents had total scores on either extreme.

Mean Total Scores By Demographics

Females. The following information is based on cognition subscale scores. For the age groupings with the largest number of respondents (19-22 years), average scores ranged from 53.9 to 59.2 out of a possible 135. Overall, mean total scores ranged from 37 to 73 (ages 38 and 34 respectively). There was no discernible pattern of responding with age. Considering marital status, average total scores were 56.7, 56.3, and 53.6 for single, married, and divorced women respectively. Mean total scores for religious categorizations ranged from 37.0 to 67.1 (Jews and Protestants respectively). For the other religious categorizations with the largest number of respondents (Catholics and None), average scores were 57.5 and 51.2. Ethnic background total scores ranged from 30.5 to 84.5 (Indians and Mid Easterners); however, the number of respondents in each category was too small to make generalizations. Whites, those with Spanish surnames, and Blacks comprised the three largest categories with mean total scores of 56.1, 51.9, and 48.0 respectively.

Table 59

Percentage Of Total Scores On Skill Subscale For Males

Iteration 3

Range	n	Percentage
(0-16)	0	0
(16-32)	20	12.3
(32-48)	45	27.6
(48-64)	50	30.7
(64-80)	31	19.0
(80-96)	15	9.2
(96-112)	1	0.6
(112-128)	1	0.6
(128-144)	0	0

Missing Cases = 0

Table 60

Percentage Of Total Scores On Anxiety Subscales For Males

Iteration 3

Range	n	Percentage
(0-15)	0	0
(15-30)	32	19.6
(30-45)	48	29.4
(45-60)	44	27.0
(60-75)	28	17.2
(75-90)	8	4.9
(90-105)	2	1.2
(105-120)	1	0.6
(120-135)	0	0

Missing Cases = 0

Data for the skill subscale are as follows. Mean total scores for the age groupings with the largest number of respondents (19-22 years) ranged from 54.6 to 63.5 out of a possible 135. Overall, mean total scores ranged from 29.0 to 90.0 (ages 38 and 41 respectively). Considering marital status, single, married, and divorced average total scores were 60.4, 55.2 and 56.5 respectively. Considering religion, mean total scores ranged from 27.5 (Jews) to 70.0 (Protestants). For the other largest religious classifications (Catholics and None), scores were 62.4 and 57.5 respectively. Ethnic background total scores ranged from 44.0 (Indians) to 88.5 (Mid Easterners). There were, however, too few respondents in these categories to draw valid conclusions. For the three largest groupings, (Whites, Spanish surnames, and Blacks) mean total scores were 57.2, 57.1, and 50.0 respectively.

Data for the anxiety subscale is as follows. For the age groupings of 19-22 years, mean total scores ranged from 51.6 to 61.9 out of 144. Overall, mean total scores ranged from 33.5 (32 years) to 70.0 (13 years). Considering marital status, mean total scores were 55.7, 54.2, and 60.8 for single, married, and divorced women respectively. Mean total scores by religion ranged from 27.5 (Jews) to 67.1 (Protestants). Scores for the other largest religious classifications were 55.3 (Catholics), and 53.7 (None). Mean total scores for ethnic backgrounds ranged from 41.3 (Japanese) to 77.6 (South East Asians). For the three

most common ethnic backgrounds (Whites, Spanish surnames, and Blacks) scores were 55.9, 48.5, and 48.0 respectively.

Males. The following information pertains to the cognition subscale. Mean total scores for the age groupings 19-22 years ranged from 44.6 to 57.1 with a total possible score of 135. Considering all ages, scores ranged from 31.0 (age 31) to 66.7 (age 17). Considering marital status, mean total scores were 51.4, 46.4, and 42.8 for single, married and divorced men respectively. The male scores with regard to religious classification had those men specifying "none" as their religion and "other" religions at the extreme ends of the range with respective scores of 43.8 and 64.3. Scores for the three largest religious classifications (Catholics, Protestants, and Christians) were 51.3, 56.8, and 49.9 respectively. The largest ethnic groups (Whites, Spanish surnames, and Blacks) had mean total scores of 54.0, 43.4, and 45.2 respectively. The range for all of the ethnic categorizations was 43.4 (Spanish surnames) to 78.0 (Filipinos), however, there were too few respondents belonging to these groups to make valid inferences to other populations.

The following information pertains to the skill subscale. Mean total scores for the age groups 19-22 years ranged from 50.3 to 60.5 with 144 as the highest possible score. Considering all ages, scores on this subscale ranged from 21.0 (age 31) to 68.7 (age 17). With regard to marital status, single, married, and divorced men had scores of

54.3, 46.2, and 50.3. The range of mean total scores by religion was 44.9 (None) to 64.0 (Other). Catholics, Protestants and Christians had respective scores of 53.5, 54.6, and 54.0. The range of scores for ethnic background was 45.0 (Spanish surnames) to 80.7 (Filipinos). Whites and Blacks had respective scores of 55.2 and 48.7 on this subscale.

The following information is based on responses to the anxiety subscale. Mean total scores for the age groups 19-22 years ranged from 41.5 to 53.6 with 135 as the highest possible score. Scores ranged from 17.0 (age 31) to 66.0 (age 17) for all age groups. Regarding marital status, single, married, and divorced men had scores of 47.9, 39.7, and 44.0 respectively. Scores for the various religions ranged from 37.0 (Atheists) to 54.7 (Protestants). The other most common religious groupings, Catholics and Christians, had scores of 45.1, and 46.7 respectively. Scores for the different ethnic backgrounds ranged from 40.9 (those with Spanish surnames) to 63.0 (Indians) respectively. The other most common ethnic groups, Whites and Blacks, had respective mean total scores of 48.9 and 43.2 on the anxiety subscale.

DISCUSSION

Consensual Agreement On Item Categorizations

The majority of items generated by the experimenter met the predetermined consensual criterion when submitted to judges for categorization. This was true of both subscale and sex categorizations. Unexpectedly, there were few items which the judges designated as male- or female-specific.

The group of judges (Psychology graduate students) may have been more liberal in their judgements than most people would have been. During the administration phase of the experiment, women often commented that situations such as asking someone for a date or asking someone to dance did not apply to them since they never had nor ever intended to behave this way. Possibly the judges should have included a more heterogeneous group of people. Another procedure which may have provided a more accurate collection of sex-typed situations and responses would have been to interview a large number of men and women prior to item generation, asking them directly in which instances is it more important for one sex than the other to remain calm or have confidence and which behaviors are most appropriate for each sex. Nevertheless, the judges' ratings were largely consistent with the data derived from the first iteration of the measure. Specifically, after mean scores were determined, only five sex-specific items were identified. Because statistical evidence gathered during this study supported the judges' consensus on sex typing, the necessity of the consensual process as a vital preliminary step in establishing construct validity was strengthened.

Normative Data

Sex Differences

Chi-Squares computed on data from the second iteration revealed that men and women responded quite similarly on the items appearing on both the male and female measures.

Sex differences were evident on only six items, two from the cognition subscale, three from the skill subscale, and one from the anxiety subscale.

Before the responses to these particular items are described, possible reasons for the lack of sex differences in the current findings should be discussed. One possible explanation may lie in the nature of the population sampled rather than the nature of the items themselves. While problems in the latter area may be remediated by modifying the item generation procedure (possibly as suggested previously), problems in the former area may be remediated by administering the measure to members of a clinical rather than a nonclinical population as was the case in the current study. Sex differences in responding may arise from sampling people who experience heterosocial difficulties to a clinical degree because behavior is likely to be more extreme and it is these differences themselves that comprise the difficulties. For example, a female may be heterosocially incompetent because she very often asks men to dance at a party whereas a male may be heterosocially incompetent because he very seldom asks women to dance at the same party. These choices can be illustrated by the numbers "1" and "9" on a scale. In this case, a noticeable difference would appear. However, a normal female and male responding to this same item would probably mark less extreme choices and no matter whether their responses were on the same side of the scale as the clinical female and male or reversed (choices "4" and "6"

vs. choices "6" and "4"), the difference would be far less noticeable. The fact remains that according to this model, large sex differences in normative responding would not exist.

A second possibility for the lack of sex differences in the current study is that differential responding according to sex is part of the developmental process. Since the age of respondents in this study was not restricted and people as old as 74 years completed the measure, sex differences relating to age were most likely masked. Further analysis of the data based on age and sex may possibly reveal more and/or greater male/female differences on the items.

The lack of sex differences in the present study is not terribly surprising since Lipton and Nelson (1980) found initiation behaviors to be important determinants of heterosocial skill for both men and women despite traditional, perhaps diminishing, views that women should not behave as such. Furthermore, when Muehlenhard and McFall (1981) surveyed men regarding appropriate female dating behaviors, they found that most males were quite receptive to women initiating heterosocial interactions. The few sex differences found in this study are discussed in further detail below.

Males responded more positively than women on both of the cognitive sex-typed items. Although only two significant sex differences were evident within this subscale, males generally responded more positively than females to items involving heterosocial cognitions.

Men responded more positively than women on the three items evidencing significant sex differences within the skill subscale. Most notable was the item (27) describing a situation in which the respondent attempted to call someone with the intention of asking for a date. The anchors gave the respondent the choice of completing the call or hanging up before completing the call. This item is of interest in that it reflects the traditional view that men should ask women for dates. Therefore, it is not surprising that men reported more proficiency in this regard. Again, men generally responded more positively than women within this subscale.

Although men generally responded more positively than women on items involving heterosocial anxiety, the converse was true of the one item with a significant sex difference in this subscale. More women than men reported feeling comfortable among friends when the topic of dating was discussed. This situation is atypical of the majority of items within this subscale in that the heterosocial situation is experienced indirectly through discussion with friends. For women, this item had an item-total correlation of .57 ranking fifth (from best to worst) out of the 16 items in this subscale. For men, this item had an item-total correlation of .40, ranking fifteenth out of the 15 items in this subscale. Possibly, this item may be tapping something other than heterosocial anxiety as stated in the construct definition, at least as far as men are concerned. Based on responses to this item, it

seems that women may be more likely to discuss personal matters with each other more often than men do with other men.

On all subscales, males responded more positively more often than females. This tendency for men to report greater competency than women may not necessarily mean that they are actually better than women in the situations presented, but that they are less likely to admit deficiencies which may indeed exist. This is a plausible explanation since in all cases the measures were administered by women, and men are probably less willing to admit dating inadequacies to women than to other men. However, if men are reporting more competence, then in the area of heterosocial cognition at least this trend must be given some credence since heterosocial cognitions are themselves self-reports of one's perceived ability to succeed. Although this explanation is inconsistent with the findings of Glasgow and Arkowitz (1975) who found negative self-evaluations more characteristic of low-frequency dating men than low-frequency dating women, comparisons between clinical and nonclinical populations should be made with caution.

Responding in general, for both men and women, was in a positive direction with the most common responses most often falling on the appropriate end ("1" through "4") of the scale. In some instances, however, the most commonly endorsed choices were neutral or on the inappropriate end ("6" through "9") of the scale. One such case is item 42F in the female skill subscale. According to the data,

it was the norm to admire from a distance rather than introduce oneself to attractive men at parties. Item 45 in the same subscale is a similar case. The largest group of women endorsed choice five, indicating the norm in this situation is uncertainty between the woman suggesting she and a man get together socially and keeping quiet while hoping he takes an interest in her. These responses reflect the traditional role of women as passive participants in hetero-social interactions. On Item 14 in the anxiety subscale, the most commonly endorsed choice for men was number three, but for women, number six. Apparently it is typical for women rather than men to admit experiencing anxiety when near an attractive person. Although traditional sex-roles seemed to exert little influence on responses to the measure as a whole, female responses to three skill items were still consistent with traditional views.

Patterns of Responding

Twenty-six of a possible 56 items had responses concentrated on the lower end of the scale with very few responses on the upper end. Items of this type seem to have anchors on the incompetent end of the scale which are blatantly inappropriate. For instance, if respondents endorsed "9" on item 5 they have claimed that their partner would rather be with someone else on a date. Similarly, on item 17, if respondents endorsed "9" they have claimed someone would agree to go out because they feel sorry for them.

Six items had the largest number of responses in the middle of the scale. Items in this category seem to be of they type where endorsing the extreme competent end of the scale would appear "conceited." For instance, on item 15, a choice of "1" would mean respondents claimed to be very attractive and very desirable. Likewise, on item 24 the choice "1" would mean respondents claimed people admire them behind their backs.

Twenty-two items had responses fairly evenly distributed across all nine choices on the scale. This pattern in which all possible choices on an item are endorsed is the most desirable in psychometric terms. High variability in responding is associated with high item-total correlations.

Demographics

Overall, there was no obvious pattern of responding with age for either men or women on any of the three subscales, according to total scores. Generally, there were no discernible differences among marital status groups for either sex. Although Jews, Atheists, and those participants responding "none" frequently had total scores at the more competent end of the range and Protestants and those respondents classified as "other" frequently had total scores at the less competent end of the range, most of these categories had too few respondents to draw any valid conclusions. Total scores of the most common religious groups (Catholics, Protestants, None, and Christian) were similar and moderately

competent. There was no one ethnic group that commonly had extremely low or extremely high total scores for either men or women. Black women had more competent total scores than White women or women with Spanish surnames. Men with Spanish surnames had more competent scores than Black or White men.

A more detailed investigation of responding particular to various age, marital, religious, and ethnic groups was beyond the scope of this study. However, the normative data presented here for these groups may serve as a starting point for determining the need for or extent of training appropriate for an individual from a given population.

Psychometric Properties

Coefficient alpha of .90 or greater was the desired outcome for each subscale on the final male and female version of the measure. Unfortunately, only one subscale (the female cognition subscale) met this criterion although the five other subscales had values greater than .85. Coefficient alpha for each subscale for both men and women in the previous, second iteration was .90 or greater. For each subscale, items were successively removed and coefficient alpha computed until 15 items remained. The fewest number of items in a subscale along with an alpha coefficient of .90 or above suggested the smallest acceptable number of items necessary to maintain this standard on the third iteration. The failure of the third version of the measure

to reach this criterion may have been due to the nature of the sample. Proportionally fewer University students completed the final iteration of the measure than had the first or second versions. Additionally, some shrinkage is typically expected since the values obtained from the preceding sample were most likely due in part to chance.

Even though the alpha coefficients were slightly lower than expected, the final male and female measures were relatively construct valid and internally consistent. Nunnally (1978) recommends an alpha coefficient of .90 or above if a measure is intended for clinical use in applied settings. However, a value of .70 or greater is sufficient if the measure is intended for use in basic research.

The alpha coefficients of the measure in the current study could possibly be improved by maintaining more items from the previous iteration in each subscale. A further possibility involves a modification of classical test theory which might be improved by the following hypothesis-testing steps. Based on the content of the items with the highest item-total correlations on the third iteration, the construct definitions would be refined and new items would be written. These items would be incorporated in a fourth iteration of the measure along with the best items from the third iteration. This fourth iteration would be administered to subjects in a similar manner as the previous iterations and item-total correlations and coefficient alpha calculated

as before. The following are such revisions of the original construct definitions and new items written to reflect these revisions.

Cognition

Females. Heterosocial cognition refers to a woman's self-statements and perceptions concerning both general attractiveness as well as the ability to effectively deal with specific heterosocial situations. The cognition construct is unique in that it involves two kinds of cognitions (a) what one thinks of oneself and (b) what one thinks others think of them, while the other constructs deal only with what one thinks of oneself.

1. If I start a conversation with a man I'd like to date I am _____.

1	2	3	4	5	6	7	8	9
confident that I look and sound appealing							worried that I look and sound foolish	

2. When I see a man I'd like to date, I know he is thinking he would _____.

1	2	3	4	5	6	7	8	9
have a good time with me							have a rotten time with me	

Males. Heterosocial cognition refers to a man's self-statements and perceptions concerning both general attractiveness as well as the ability to effectively deal with specific heterosocial situations. As with women, they involve both

self-perceptions and others' perceptions of oneself.

1. When I'm invited to a party or social gathering, I think _____.

1	2	3	4	5	6	7	8	9
Maybe I'll meet someone who'd like to date me							Why go? Nobody is ever interested in me	

2. Generally, I think I sound _____ when I ask someone for a date.

1	2	3	4	5	6	7	8	9
Smooth and attractive							Awkward and stupid	

Skill

Females. Heterosocial skill in women seems to be primarily associated with two interrelated factors--initiation and conversation behaviors. Specific behaviors include starting and maintaining a converstion, detecting cues in the male's behavior and subsequently adjusting conversation appropriately, waiting for a man to ask for a date while initiating interest by smiling and saying 'hello'.

1. If I see a man I'd like to get to know in the library, shopping mall, etc., I _____.

1	2	3	4	5	6	7	8	9
Smile and say hello							Pretend I don't notice him	

2. If I'm at a party and an attractive man says hello to me, I will probably _____.

1	2	3	4	5	6	7	8	9
Say hello and start talking to him								Say hello but talk to people I already know

Males. Heterosocial skill in men seems to depend on conversation behaviors, specifically a smooth style of delivery, the ability to maintain a conversation, the ability to convey interest in a woman, and the ability to say the right things at the right times. Additionally, eye contact (e.g. looking at a woman while talking), posture (e.g. leaning toward the woman in conversation), and physical contact (e.g. a friendly touch on the arm or hand) are important factors in male heterosocial skill.

1. If I am talking to a woman I'd like to date, I usually _____.

1	2	3	4	5	6	7	8	9
Know if and when I should ask her out								Can't tell if and when I should ask her out

2. If I am talking to a woman I'd like to get to know at a party or social gathering, I _____.

1	2	3	4	5	6	7	8	9
Look only at her								Find myself looking at what everyone else is doing

Anxiety

Females. Heterosocial anxiety in women seems to be related more to negative feelings and emotions than actual

physical symptoms such as headache or nausea. These are experienced primarily in converstion situations and situations in which men are nearby.

1. If an attractive man I don't know starts talking to me, I feel _____.

1	2	3	4	5	6	7	8	9
Cool and calm							Nervous and jumpy	

2. If an attractive man moves next door to me, I feel _____.

1	2	3	4	5	6	7	8	9
Calm and happily excited							Nervous and flustered	

Males. As with women, heterosocial anxiety in men seems to be related more to negative feelings and emotions than actual physical symptoms such as headache or nausea. These occur primarily in conversation situations, situations in which women are nearby, and situations where the man is in the position of making a request of a woman.

1. Generally, when I ask a woman out for the first time, I feel _____.

1	2	3	4	5	6	7	8	9
Calm and cool							Nervous and jittery	

2. If I am working or in class with a woman I'd like to go out with, I feel _____.

1	2	3	4	5	6	7	8	9
Calm and relaxed							Nervous and anxious	

After such modifications are made, further support for the construct validity of the measures developed in this study would include examining the effects of accepted intervention procedures designed specifically to affect cognition, skill, and anxiety for improving heterosocial performance on scores obtained from these tests.

For instance, a nine-group design in which subjects displaying heterosocial cognition, skill, or anxiety deficits according to this measure could be employed to assess the effects of cognitive restructuring, skill training, or systematic desensitization. If subjects with a certain deficit benefited from the therapy particular to that type of deficit and not the others, the construct validity of that subscale would be strengthened. Additional support may be obtained by examining the relationship of scores on this measure with scores on measures of other constructs. For instance, scores on measures of self-esteem would be expected to correlate highly with scores on the cognition subscale of the present measure, as would scores on general measures of anxiety with scores on the anxiety subscale of the present measure.

Conclusions

Normative data was established on men's and women's cognitive, skill, and anxiety-related responses to various heterosocial situations. Unlike other studies, a baseline for normal responding was established with males and females

considered separately. Therefore, members of one sex will not be inappropriately expected to react as members of the other sex when the data indicates otherwise. When the measure is administered to subjects who report experiencing heterosocial difficulties, it may be determined if men and women typically experience difficulty in different areas. More accurate assessment and treatment of heterosocial deficits may result from this information.

Because respondents in this study represented a variety of ages, marital statuses, religions, and ethnic backgrounds, the results are externally valid and inferences may be made to other populations more readily than if a homogenous group of subjects had completed the present measure. The measure in this study meets minimal psychometric standards to warrant further use in heterosocial performance research. An important feature of this study is the incorporation of cognitive, skill, and anxiety aspects of heterosocial performance in a single measure. Previous measures of heterosocial performance have typically tapped only one of these dimensions, possibly resulting in the failure to acknowledge all of a subject's assets and deficits concerning heterosocial functioning. Additionally, the use of single construct measures assuredly results in the inability to compare subject samples and treatment effects across studies when different types of measures are employed.

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Appendix A

This questionnaire is intended to examine people's feelings, thoughts, and behaviors concerning dating. It is being administered as part of a research project on dating in the Psychology Department at the University of the Pacific. Do not write your name anywhere on this form. All responses will remain anonymous. Please fill in the blank for each question below as it applies to yourself. Then turn the page and read the instructions carefully before completing the remainder of the form.

Age: _____

Sex: _____

Marital Status: _____

Religion: _____

Ethnic Background: _____

For each of the following items indicate by circling a number from one to nine on the accompanying scale the degree to which the statement applies to you. A sample item has been provided below.

(Example) If someone I really like asks me out, I find myself thinking _____.

1	2	3	(4)	5	6	7	8	9
he/she will really enjoy our date								I'm not good enough for him/her

This person felt that just a little more of their time was spent thinking their partner would enjoy the date than worrying about not being good enough.

Please read each item and the alternatives carefully, and answer as honestly as possible. There are no right and wrong answers. Remember, your responses will be anonymous, and there is no time limit.

1. If someone I like never calls me back after one date, I begin to think that my behavior was _____.

1 2 3 4 5 6 7 8 9
adequate inadequate

2. When I am out on a date, it is _____ for me to talk much less than my partner.

1 2 3 4 5 6 7 8 9
very very
uncommon common

3. When I talk to someone of the opposite sex, my palms usually _____.

1 2 3 4 5 6 7 8 9
are warm get
and dry sweaty

4. When I talk to someone I'm attracted to, I'm _____ that he/she thinks I'm foolish.

1 2 3 4 5 6 7 8 9
very very
unconcerned worried

5. When I am out on a date, it is _____ for me to talk much more than my partner.

1 2 3 4 5 6 7 8 9
very very
unusual typical

6. When I think about asking someone for a date, I usually _____.

1 2 3 4 5 6 7 8 9
feel get a
excited headache

7. When I go out with a friend, I think that anyone we meet will be most interested in _____.

1 2 3 4 5 6 7 8 9
me my
friend

8. When I am out on a date, there are long periods of _____.

1	2	3	4	5	6	7	8	9
conversation								silence

9. I usually feel _____ when I go to parties where there are alot of men/women I don't know.

1	2	3	4	5	6	7	8	9
very relaxed								very nervous

10. When I am out on a date, I often think I'm saying and doing the _____ thing.

1	2	3	4	5	6	7	8	9
right								wrong

11. When I talk to someone of the opposite sex, I _____.

1	2	3	4	5	6	7	8	9
talk smoothly							stutter and trip over my words	

12. If someone of the opposite sex touches me in a friendly manner, I feel _____.

1	2	3	4	5	6	7	8	9
happy and excited							scared and nervous	

13. When I haven't dated in awhile, I think that _____ _____.

1	2	3	4	5	6	7	8	9
things will get better							nobody will ever be interested in me	

14. When someone attractive talks to me, I usually _____.

1	2	3	4	5	6	7	8	9
look at them							look away from them	

15. If I pick up the telephone to call someone I'm attracted to, I feel _____.

1	2	3	4	5	6	7	8	9
calm								nervous

16. If someone desirable talks to me, I usually think whatever I say in return will be _____.

1	2	3	4	5	6	7	8	9
very interesting								very boring

17. When I'm with an attractive person, it is _____ for me to laugh when there really is nothing to laugh about.

1	2	3	4	5	6	7	8	9
very unusual								very typical

18. If a friend introduces me to someone of the opposite sex, I feel _____.

1	2	3	4	5	6	7	8	9
very pleased								very upset

19. If I ask someone out, I usually think they will say _____.

1	2	3	4	5	6	7	8	9
yes								no

20. When I talk to someone of the opposite sex, I often _____.

1	2	3	4	5	6	7	8	9
smile								look tense

21. If I go out to a bar to meet men/women, I usually feel _____.

1	2	3	4	5	6	7	8	9
cool and confident								uneasy and scared

22. When I'm out on a date, I think my partner _____.

1	2	3	4	5	6	7	8	9
is happy to be with me								would rather be with someone else

23. When I'm trying to get to know somebody, I usually find myself with _____.

1	2	3	4	5	6	7	8	9
plenty to say								at a loss for words

24. If I am at a party and no one talks to me right away, I feel anxious and might even get a headache_____.

1	2	3	4	5	6	7	8	9
very rarely								very often

25. If an attractive person is ever interested in me, I think _____.

1	2	3	4	5	6	7	8	9
I'll know just what to do								I won't know how to react

26. When I'm talking to someone of the opposite sex, I often find myself _____.

1	2	3	4	5	6	7	8	9
sitting up straight								slouching

27. If I have to talk to a relatively unfamiliar man/ woman concerning a school assignment or some work related matter, I feel _____.

1	2	3	4	5	6	7	8	9
very relaxed								very nervous

28. If I haven't gone out with anyone in awhile, I _____.

1	2	3	4	5	6	7	8	9
think men/women don't know what they're missing!								wonder what's wrong with me

29. On a date, if there is a lull in the conversation I _____.

1	2	3	4	5	6	7	8	9
get it going again								wait for my partner to talk

30. If I ask someone who I really like for a date and they refuse to go out with me I feel _____.

1	2	3	4	5	6	7	8	9
fine								physically ill

31. If someone asks me out, I _____ find myself wondering why that person would want to date me.

1	2	3	4	5	6	7	8	9
seldom								frequently

32. When a friend introduces me to someone I usually have a _____ time starting a conversation.

1	2	3	4	5	6	7	8	9
very easy								very difficult

33. If I say "hello" to someone of the opposite sex, I usually feel _____.

1	2	3	4	5	6	7	8	9
very relaxed								very uptight

34. When I am out on a date with someone for the first time, I keep thinking I'm _____.

1	2	3	4	5	6	7	8	9
doing OK								going to blow it!

35. When I'm talking to someone of the opposite sex, it is _____ for me to touch them on the arm or hand.

1	2	3	4	5	6	7	8	9
very easy								very difficult

36. If I'm in a room with several unfamiliar people of the opposite sex, I _____.

1	2	3	4	5	6	7	8	9
feel confident								become quite anxious

37. When I see an attractive person, I find myself thinking I probably _____ have a chance with him/her.

1	2	3	4	5	6	7	8	9
would								would never

38. When someone I'm interested in talks to me, I _____.

1	2	3	4	5	6	7	8	9
often nod my head								often stand rigid

39. When I'm near a very attractive person I usually _____.

1	2	3	4	5	6	7	8	9
feel at ease								get butter-flies in my stomach

40. I think that I'm _____.

1	2	3	4	5	6	7	8	9
very attractive and desirable								very unattractive and undesirable

41. If I want to let someone know I'm interested in them, I _____.

1	2	3	4	5	6	7	8	9
let them know myself								have a friend let them know

42. The longer I'm around someone of the opposite sex, the _____.

1	2	3	4	5	6	7	8	9
more relaxed I feel								more nervous I feel

43. If someone cancels a date at the last minute, I think that he/she _____.

1	2	3	4	5	6	7	8	9
had a reasonable excuse								didn't want to go out in the first place

44. If I go to a party I go out of my way to _____ men/women I don't know.

1	2	3	4	5	6	7	8	9
talk to								avoid talking to

45. When I ask someone for a date, I feel _____.

1	2	3	4	5	6	7	8	9
very calm								very jittery

46. If someone agrees to go out with me, I think it's because _____.

1	2	3	4	5	6	7	8	9
they want to								they feel sorry for me

47. When I'm on a date, I usually think of good things to say _____.

1	2	3	4	5	6	7	8	9
at the right time								after it is too late

48. Generally when I am around men/women, I feel _____.

1	2	3	4	5	6	7	8	9
at ease								high strung

49. If a friend introduces me to an attractive person, I think that person _____.

1	2	3	4	5	6	7	8	9
is interested in me								is just doing my friend a favor by talking to me

50. When I am with a group of people and there are several men/women I don't know, I am _____.

1	2	3	4	5	6	7	8	9
very talkative								very quiet

51. After I've talked to an attractive person, I find that my clothes are soaked from perspiration _____.

1	2	3	4	5	6	7	8	9
never								much of the time

52. When I meet an attractive man/woman for the first time, I know they are thinking they _____.

1	2	3	4	5	6	7	8	9
might like to date me								would never want anything to do with me

53. If I go to a bar, I am likely to sit _____ someone I find attractive.

1	2	3	4	5	6	7	8	9
near								far from

54. If I'm out on a dinner date I usually _____.

1	2	3	4	5	6	7	8	9
enjoy my dinner								can't eat

55. If someone doesn't want to go out with me, I think that _____.

1 2 3 4 5 6 7 8 9

it's his/her loss — it's my loss

56. If I am at a bar I _____.

1 2 3 4 5 6 7 8 9

start converstion with those around me — wait until someone talks to me first

57. If my friends even talk about dating I feel _____.

1 2 3 4 5 6 7 8 9

fine — tense and anxious

58. If my friends set up a date for me, I would think _____.

1 2 3 4 5 6 7 8 9

this could be fun — this will be a disaster

59. If I go out with friends and they invite someone to be my date, I will spend much more time talking to _____.

1 2 3 4 5 6 7 8 9

my date — my friends

60. At a party or bar, if someone asks me to dance, I feel _____.

1 2 3 4 5 6 7 8 9

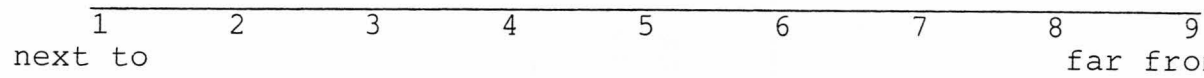
cool and calm — sweaty and anxious

61. I think men/women _____ behind my back.

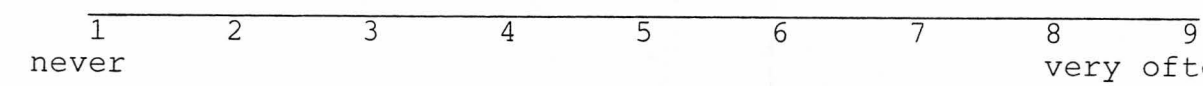
1 2 3 4 5 6 7 8 9

admire me — make fun of me

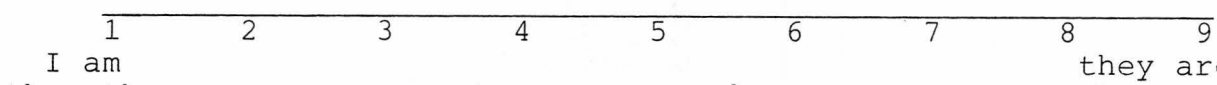
62. If I go to a restaurant with a group of people I am likely to sit _____ someone I find attractive.



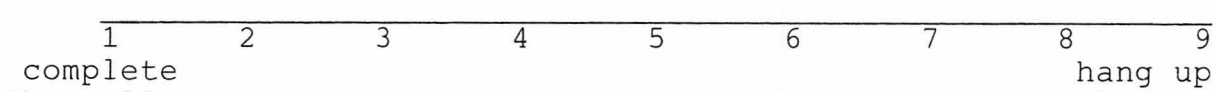
63. When I talk to someone attractive, I _____ feel like I have a lump in my throat.



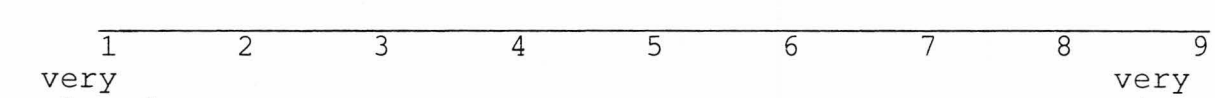
64. When my friends talk about dating, I think how much better _____.



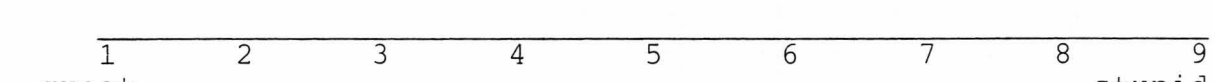
65. When I pick up the phone to call someone for a date I usually _____.



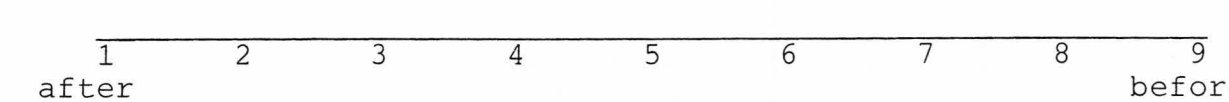
66. At a bar, if someone offers to buy me a drink, I feel _____.



67. If someone asks me to dance, I think that I'll look _____.



68. When I call someone for a date I usually end the conversation _____ asking the person out.



69. During the hour or so before I go out on a date, I feel _____.

1	2	3	4	5	6	7	8	9
quite relaxed								extremely anxious

70. If I ask someone to dance I think chances are they'll say _____.

1	2	3	4	5	6	7	8	9
yes								no

71. When I am out with someone I give them _____ attention when talking.

1	2	3	4	5	6	7	8	9
my full								little

72. When I'm around someone I find attractive, I go to the bathroom _____ than usual.

1	2	3	4	5	6	7	8	9
no more frequently								alot more frequently

73. If I go to a bar to meet someone of the opposite sex and no one talks to me all night, I think _____.

1	2	3	4	5	6	7	8	9
they're worthless								I'm worthless

74. When I first talk to someone, I self-disclose _____.

1	2	3	4	5	6	7	8	9
very little								quite a bit

75. When I am around someone I find attractive it is usually the case that I _____.

1	2	3	4	5	6	7	8	9
eat normally								lose my appetite

76. When I talk to someone of the opposite sex on the phone and he/she sounds nice, I often think that they are _____.

1	2	3	4	5	6	7	8	9
surprised and pleased with me								laughing at me

77. When I want to let someone know I'm interested in them it is _____ for me to get my pont across.

1	2	3	4	5	6	7	8	9
very simple								very hard

78. If I find myself alone with someone unfamiliar of the opposite sex I _____.

1	2	3	4	5	6	7	8	9
feel calm and cool								start to perspire

79. I _____ think I'll never be popular with the opposite sex.

1	2	3	4	5	6	7	8	9
very seldom								very often

80. When there is an empty seat next to someone attractive on the bus, in class, etc., I usually sit _____.

1	2	3	4	5	6	7	8	9
there								somewhere else

81. Standing next to someone attractive in line at the grocery store makes me feel _____.

1	2	3	4	5	6	7	8	9
very excited								very anxious

82. I think some people are popular with the opposite sex and some aren't. I'm just one of those who _____.

1	2	3	4	5	6	7	8	9
is								isn't

83. When I'm on a date, I spend alot more time talking about _____.

1	2	3	4	5	6	7	8	9
my partner								myself

84. If an attractive stranger asks me for the time, I _____.

1	2	3	4	5	6	7	8	9
remain calm								become nervous

85. If I go to a party where I don't know many people, I _____ that nobody will ask me to dance.

1	2	3	4	5	6	7	8	9
am not concerned								worry terribly

86. If I have to talk to a supervisor or professor of the opposite sex, especially if they are attractive, it is _____ for me to maintain eye contact.

1	2	3	4	5	6	7	8	9
very easy								very difficult

87. I _____ get a headache at social gatherings where there are quite a few unfamiliar men/women.

1	2	3	4	5	6	7	8	9
very rarely								very often

88. If I go out with someone and it doesn't go well, I think that it was _____.

1	2	3	4	5	6	7	8	9
the other person's fault								my fault

89. In conversation with someone of the opposite sex, I tend to lean _____ the person I'm talking to.

1	2	3	4	5	6	7	8	9
toward								away from

90. Asking someone I'm attracted to to go out for coffee with me makes me _____.

1	2	3	4	5	6	7	8	9
feel good about myself								feel so nervous that I may be physically ill

91. When someone kisses me, I think _____.

1	2	3	4	5	6	7	8	9
he/she will really enjoy this								I'm not doing it right

Appendix B

This questionnaire is intended to examine people's feelings, thoughts, and behaviors concerning dating. It is being administered as part of a research project on dating in the Psychology Department at the University of the Pacific. Do not write your name anywhere on this form. All responses will remain anonymous. Please fill in the blank for each question below as it applies to yourself. Then turn the page and read the instructions carefully before completing the remainder of the form.

Age: _____

Sex: _____

Marital Status: _____

Religion: _____

Ethnic Background: _____

For each of the following items indicate by circling a number from one to nine on the accompanying scale the degree to which the statement applies to you. A sample item has been provided below.

(EXAMPLE) If someone I really like asks me out, I find myself thinking _____.

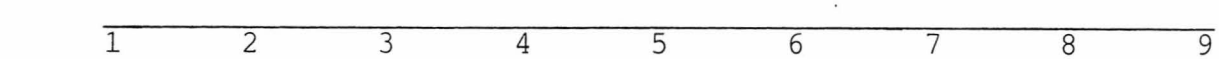
1	2	3	(4)	5	6	7	8	9
he/she will really enjoy our date								I'm not good enough for him/her

This person felt that just a little more of their time was spent thinking their partner would enjoy the date than worrying about not being good enough.

Please read each item and the alternatives carefully, and answer as honestly as possible. There are no right and wrong answers. Remember, your responses will be anonymous, and there is no time limit.

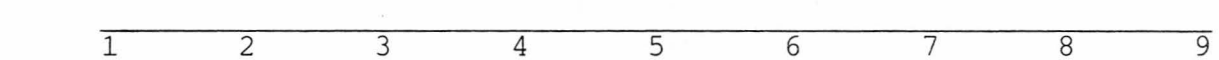
1. If I talk to someone of the opposite sex, my palms usually _____.

2. When I am out on a date, there are long periods of _____.



3. I usually feel _____ when I go to parties where there are a lot of men/women I don't know.

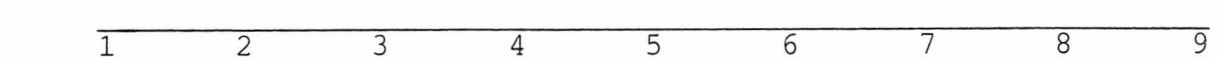
4. When I am out on a date, I often think I'm saying and doing the _____ thing.



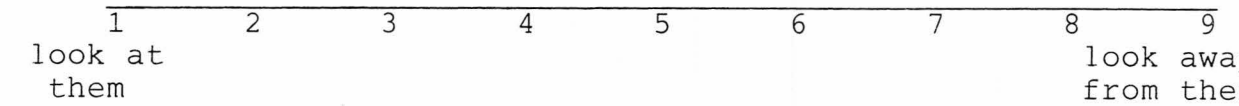
5. When I talk to someone of the opposite sex, I _____.

6. If someone of the opposite sex touches me in a friendly manner, I feel _____.

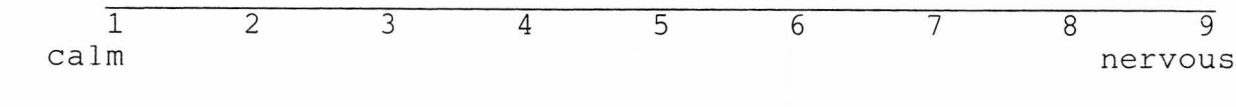
7. When I haven't dated in awhile, I think that _____.



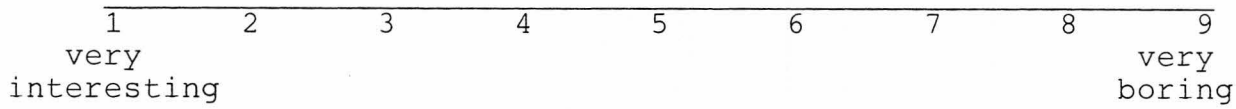
8. When someone attractive talks to me, I usually _____.



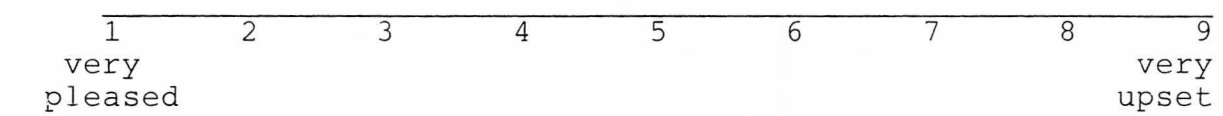
9. If I pick up the telephone to call someone I'm attracted to, I feel _____.



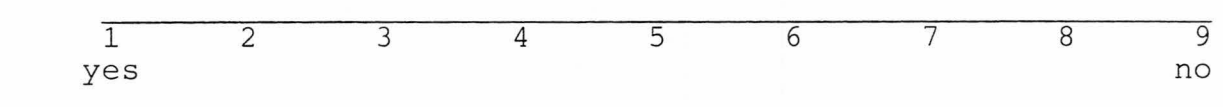
10. If someone desirable talks to me, I usually think whatever I say in return will be _____.



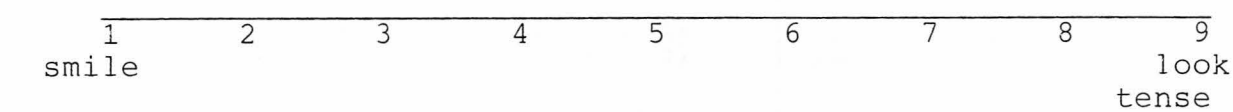
11. If a friend introduces me to someone of the opposite sex, I feel _____.



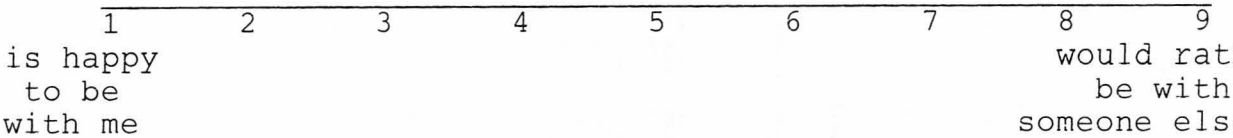
12. If I ask someone out, I usually think they will say _____.



13. When I talk to someone of the opposite sex, I often _____.



14. When I'm out on a date, I think my partner _____.



15. If I haven't gone out with anyone in awhile, I _____.

1	2	3	4	5	6	7	8	9
think men/women don't know what they're missing!								wonder what's wrong with me

16. If I ask someone who I really like for a date and they refuse to go out with me I feel _____.

1	2	3	4	5	6	7	8	9
fine								physically ill

17. When I ask someone for a date, I feel _____.

1	2	3	4	5	6	7	8	9
very calm								very jittery

18. When my friends talk about dating, I think how much better _____.

1	2	3	4	5	6	7	8	9
I am than them								they are than me

19. During the hour or so before I go out on a date, I feel _____.

1	2	3	4	5	6	7	8	9
quite relaxed								extremely anxious

20. If I go out with someone and it doesn't go well, I think that it was _____.

1	2	3	4	5	6	7	8	9
the other person's fault								my fault

21. When I'm trying to get to know somebody, I usually find myself with _____.

1	2	3	4	5	6	7	8	9
plenty to say								at a loss for words

22. If I am at a party and no one talks to me right away, I feel anxious and might even get a headache _____.

1	2	3	4	5	6	7	8	9
very rarely								very often

23. If an attractive person is ever interested in me, I think _____.

1	2	3	4	5	6	7	8	9
I'll know just what to do								I won't know how to react

24. If I have to talk to a relatively unfamiliar man/woman concerning a school assignment or some work related matter, I feel _____.

1	2	3	4	5	6	7	8	9
very relaxed								very nervous

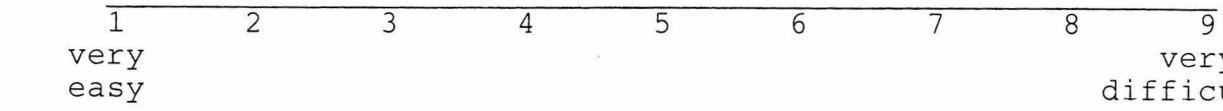
25. On a date, if there is a lull in the conversation I _____.

1	2	3	4	5	6	7	8	9
get it going again								wait for my partner to talk

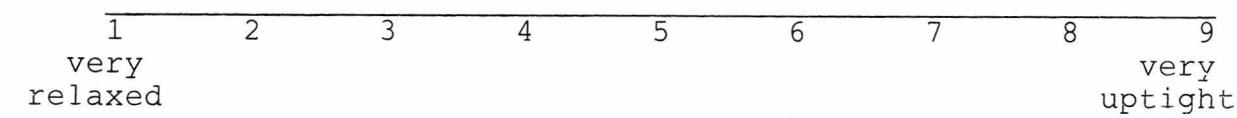
26. If someone asks me out, I _____ find myself wondering why that person would want to date me.

1	2	3	4	5	6	7	8	9
seldom								frequently

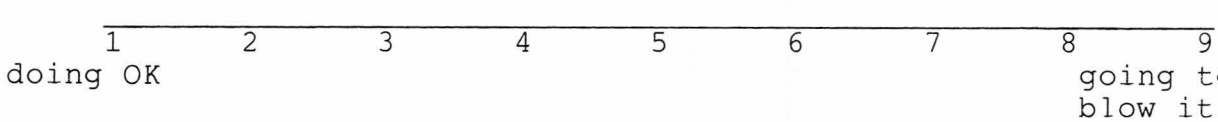
27. When a friend introduces me to someone I usually have a _____ time starting a conversation.



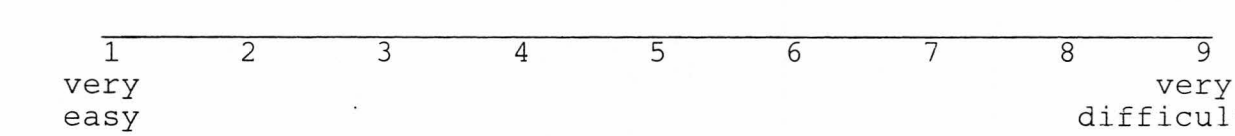
28. If I say "hello" to someone of the opposite sex, I usually feel _____.



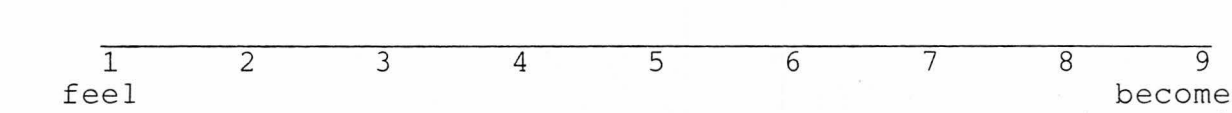
29. When I am out on a date with someone for the first time I keep thinking I'm _____.



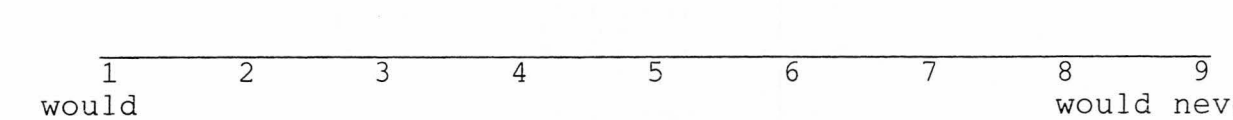
30. When I'm talking to someone of the opposite sex, it is _____ for me to touch them on the arm or hand.



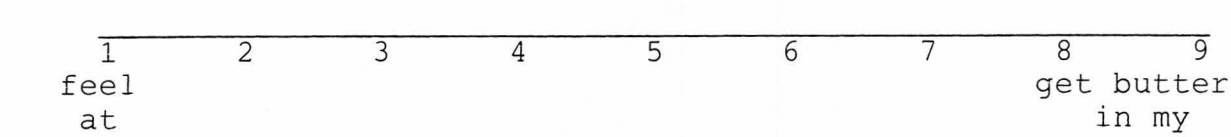
31. If I'm in a room with several unfamiliar people of the opposite sex, I _____.



32. When I see an attractive person, I find myself thinking I probably _____ have a chance with him/her.



33. When I'm near a very attractive person I usually _____.



34. I think that I'm _____.

1 2 3 4 5 6 7 8 9

very attractive and desirable — very unattractive and undesirable

35. If I want to let someone know I'm interested in them, I _____.

1 2 3 4 5 6 7 8 9

let them know myself — have a friend let them know

36. If I go to a party I go out of my way to _____ men/women I don't know.

1 2 3 4 5 6 7 8 9

talk to — avoid talking to

37. If someone agrees to go out with me, I think it's because _____.

1 2 3 4 5 6 7 8 9

they want to — they feel sorry for me

38. When I'm on a date, I usually think of good things to say _____.

1 2 3 4 5 6 7 8 9

at the right time — after it's too late

39. Generally when I am around men/women, I feel _____.

1 2 3 4 5 6 7 8 9

at ease — high strung

40. If a friend introduces me to an attractive person, I think that person _____.

1 2 3 4 5 6 7 8 9

is interesting in me — is just doing my friend a favor by talking to me

41. When I am with a group of people and there are several men/women I don't know, I am _____.

1	2	3	4	5	6	7	8	9
very talkative								very quiet

42. After I've talked to an attractive person, I find that my clothes are soaked from perspiration _____.

1	2	3	4	5	6	7	8	9
never								much of the time

43. If I'm out on a dinner date I usually _____.

1	2	3	4	5	6	7	8	9
enjoy my dinner								can't eat

44. If someone doesn't want to go out with me, I think that _____.

1	2	3	4	5	6	7	8	9
it's his/her loss								it's my loss

45. If my friends even talk about dating I feel _____.

1	2	3	4	5	6	7	8	9
fine								tense and anxious

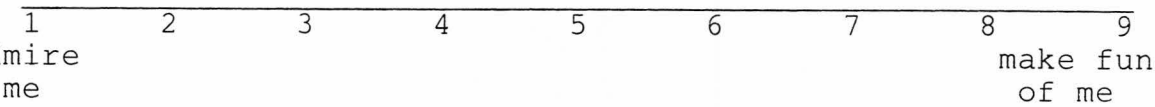
46. If I go out with friends and they invite someone to be my date, I will spend much more time talking to _____.

1	2	3	4	5	6	7	8	9
my date								my friends

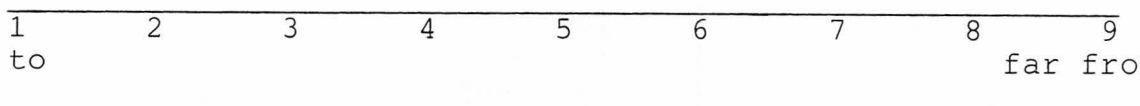
47. At a party or bar, if someone asks me to dance, I feel _____.

1	2	3	4	5	6	7	8	9
cool and calm								sweaty and anxious

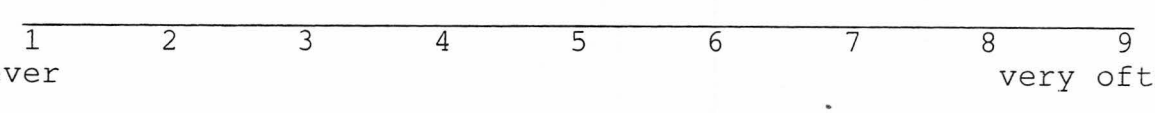
48. I think men/women _____ behind my back.



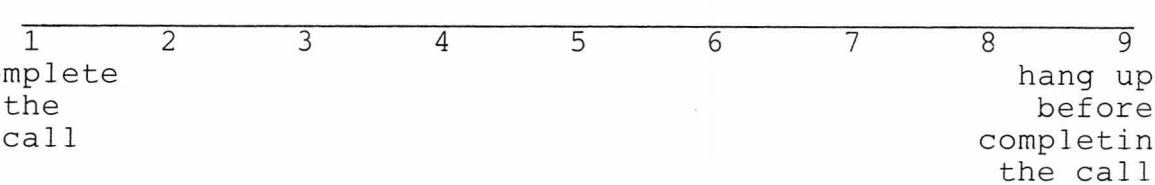
49. If I go to a restaurant with a group of people I am likely to sit _____ someone I find attractive.



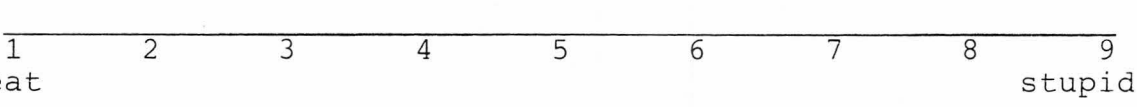
50. When I talk to someone attractive, I ____ feel like I have a lump in my throat.



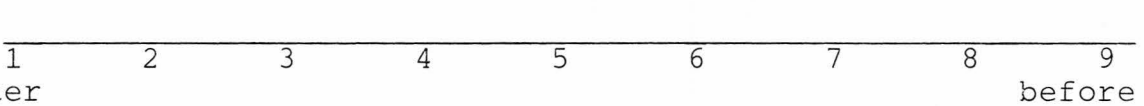
51. When I pick up the phone to call someone for a date I usually _____.



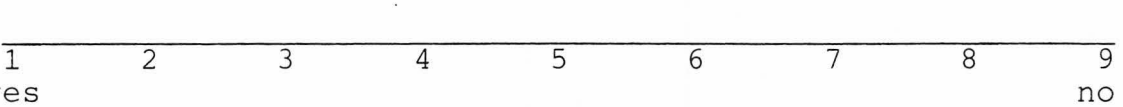
52. If someone asks me to dance, I think that I'll look _____.



53. When I call someone for a date I usually end the conversation_____ asking the person out.



54. If I ask someone to dance I think chances are they'll say _____.



55. When I am around someone I find attractive it is usually the case that I _____.

1	2	3	4	5	6	7	8	9
eat normally								lose my appetite

56. When I talk to someone of the opposite sex on the phone and he/she sounds nice, I often think that they are _____.

1	2	3	4	5	6	7	8	9
surprised and pleased with me								laughing at me

57. When I want to let someone know I'm interested in them it is _____ for me to get my point across.

1	2	3	4	5	6	7	8	9
very simple								very hard

58. If I find myself alone with someone unfamiliar of the opposite sex I _____.

1	2	3	4	5	6	7	8	9
feel calm and cool								start to perspire

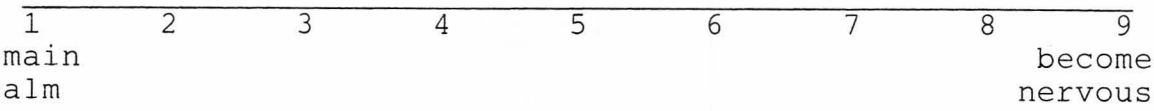
59. When there is an empty seat next to someone attractive on the bus, in class, etc., I usually sit _____.

1	2	3	4	5	6	7	8	9
there								somewhere else

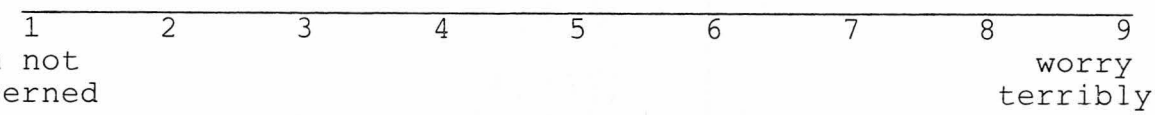
60. I think some people are popular with the opposite sex and some aren't. I'm just one of those who _____.

1	2	3	4	5	6	7	8	9
is								isn't

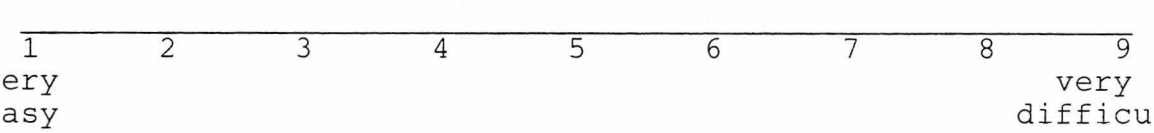
61. If an attractive stranger asks me for the time, I _____.



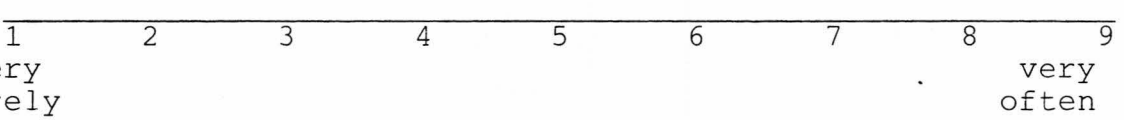
62. If I go to a party where I don't know many people, I _____ that nobody will ask me to dance.



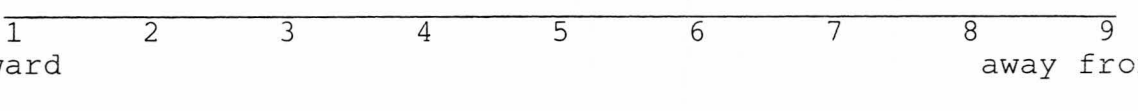
63. If I have to talk to a supervisor or professor of the opposite sex, especially if they are attractive, it is _____ for me to maintain eye contact.



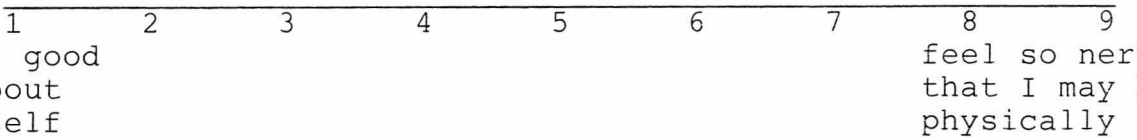
64. I _____ get a headache at social gatherings where there are quite a few unfamiliar men/women.



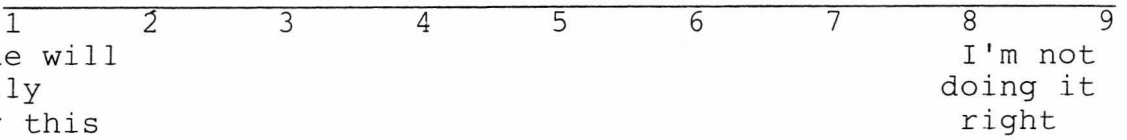
65. In conversation with someone of the opposite sex, I tend to lean _____ the person I'm talking to.



66. Asking someone I'm attracted to to go out for coffee with me makes me _____.



67. When someone kisses me, I think _____.



Appendix C

This questionnaire is intended to examine people's feelings, thoughts, and behaviors concerning dating. It is being administered as part of a research project on dating in the Psychology Department at the University of the Pacific. Do not write your name anywhere on this form. All responses will remain anonymous. Please fill in the blank for each question below as it applies to yourself. Then turn the page and read the instructions carefully before completing the remainder of the form.

Age: _____

Sex: _____

Marital Status: _____

Religion: _____

Ethnic Background: _____

For each of the following items indicate by circling a number from one to nine on the accompanying scale the degree to which the statement applies to you. A sample item has been provided below.

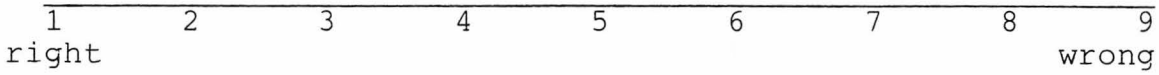
(EXAMPLE) If someone I really like asks me out, I find myself thinking _____.

1	2	3	(4)	5	6	7	8	9
he/she will really enjoy our date								I'm not good enough for him/her

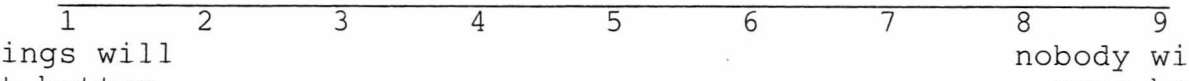
This person felt that just a little more of their time was spent thinking their partner would enjoy the date than worrying about not being good enough.

Please read each item and the alternatives carefully, and answer as honestly as possible. There are no right and wrong answers. Remember, your responses will be anonymous, and there is no time limit.

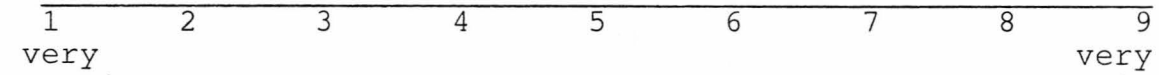
1. When I am out on a date, I often think I'm saying and doing the _____ thing.



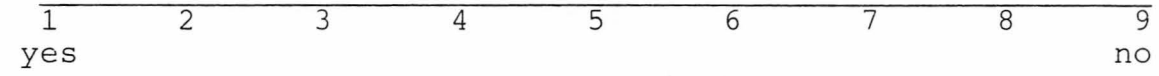
2. When I haven't dated in awhile, I think that _____.



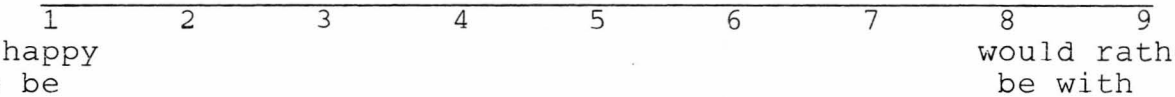
3. If someone desirable talks to me, I usually think whatever I say in return will be _____.



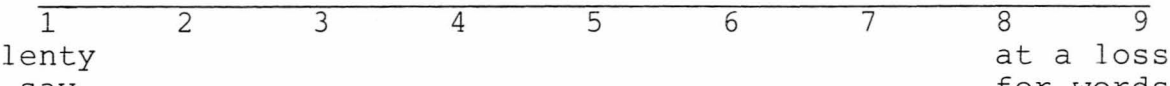
4. If I ask someone out, I usually think they will say _____.



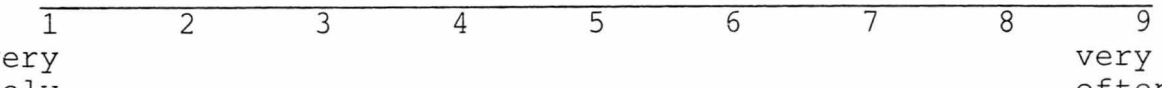
5. When I'm out on a date, I think my partner _____.



6. When I'm trying to get to know somebody, I usually find myself with _____.



7. If I am at a party and no one talks to me right away, I feel anxious and might even get a headache _____.



8. If an attractive person is ever interested in me, I think _____.

1	2	3	4	5	6	7	8	9
I'll know just what to do								I won't know how to react

9. When a friend introduces me to someone I usually have a _____ time starting a conversation.

1	2	3	4	5	6	7	8	9
very easy								very difficult

10. If I say "hello" to someone of the opposite sex, I usually feel _____.

1	2	3	4	5	6	7	8	9
very relaxed								very uptight

11. When I am out on a date with someone for the first time I keep thinking I'm _____.

1	2	3	4	5	6	7	8	9
doing OK								going to blow it!

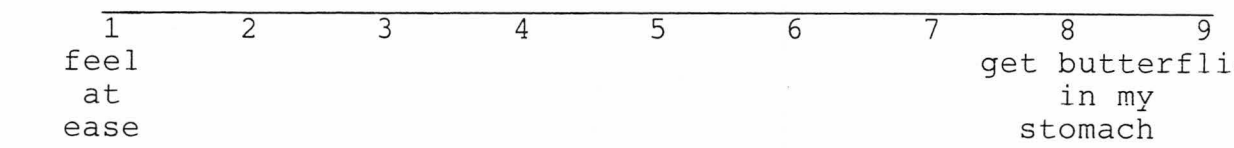
12. If I'm in a room with several unfamiliar people of the opposite sex, I _____.

1	2	3	4	5	6	7	8	9
feel confident								become quite anxious

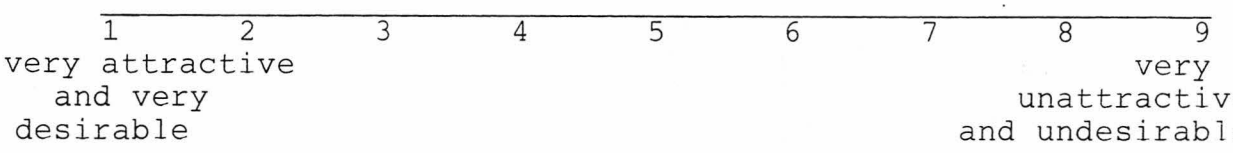
13. When I see an attractive person, I find myself thinking I probably _____ have a chance with him/her.

1	2	3	4	5	6	7	8	9
would								would never

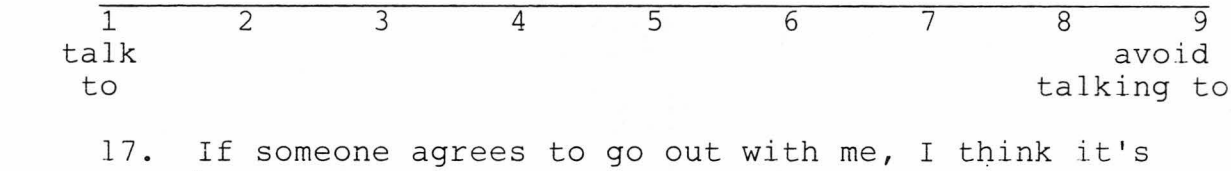
14. When I'm near a very attractive person I usually _____.



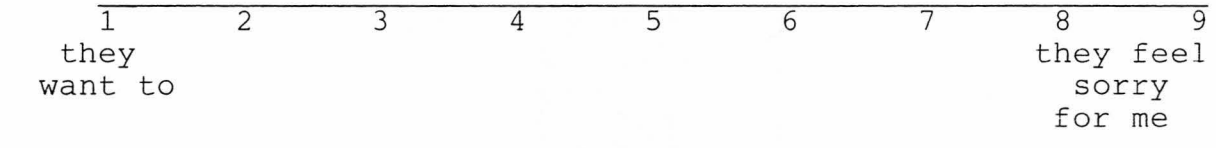
15. I think that I'm _____.



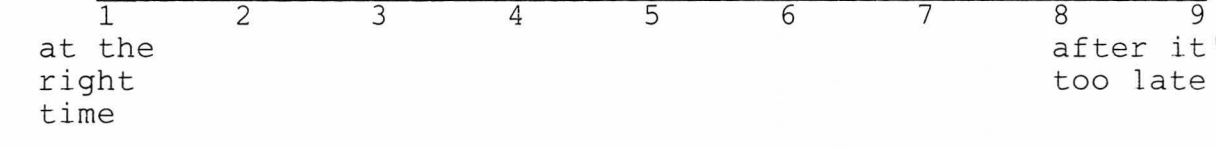
16. If I go to a party I go out of my way to _____ men/women I don't know.



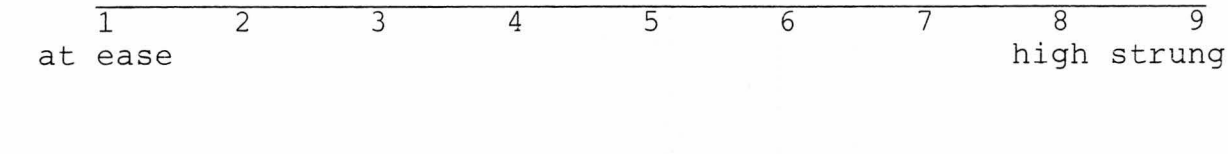
17. If someone agrees to go out with me, I think it's because _____.



18. When I'm on a date, I usually think of good things to say _____.



19. Generally when I am around men/women, I feel _____.



20. When I am with a group of people and there are several men/women I don't know, I am _____.

1 2 3 4 5 6 7 8 9
very talkative ... very quiet

21. If I'm out on a dinner date I usually _____.

1 2 3 4 5 6 7 8 9
enjoy my dinner ... can't eat

22. If my friends even talk about dating I feel _____.

1 2 3 4 5 6 7 8 9
fine ... tense and anxious

23. At a party or bar, if someone asks me to dance, I feel _____.

1 2 3 4 5 6 7 8 9
cool and calm ... sweaty and anxious

24. I think men/women _____ behind my back.

1 2 3 4 5 6 7 8 9
admire me ... make fun of me

25. If I go to a restaurant with a group of people I am likely to sit _____ someone I find attractive.

1 2 3 4 5 6 7 8 9
next to ... far from

26. When I talk to someone attractive, I _____ feel like I have a lump in my throat.

1 2 3 4 5 6 7 8 9
never ... very often

27. When I pick up the phone to call someone for a date I usually _____.

1	2	3	4	5	6	7	8	9
complete the call								hang up before completing the call

28. If I ask someone to dance I think chances are they'll say _____.

1	2	3	4	5	6	7	8	9
yes								no

29. When I want to let someone know I'm interested in them it is _____ for me to get my point across.

1	2	3	4	5	6	7	8	9
very simple								very hard

30. If I find myself alone with someone unfamiliar of the opposite sex I _____.

1	2	3	4	5	6	7	8	9
feel calm and cool								start to perspire

31. I think some people are popular with the opposite sex and some aren't. I'm just one of those who _____.

1	2	3	4	5	6	7	8	9
is								isn't

32. If an attractive stranger asks me for the time, I _____.

1	2	3	4	5	6	7	8	9
remain calm								become nervous

33. I _____ get a headache at social gatherings where there are quite a few unfamiliar men/women.

1	2	3	4	5	6	7	8	9
very rarely								very often

34. In conversation with someone of the opposite sex, I tend to lean _____ the person I'm talking to.

1	2	3	4	5	6	7	8	9
toward								away from

35. Asking someone I'm attracted to to go out for coffee with me makes me _____.

1	2	3	4	5	6	7	8	9
feel good about myself								feel so nervous that I may be physically ill

36. When someone kisses me, I think _____.

1	2	3	4	5	6	7	8	9
he/she will really enjoy this								I'm not doing it right

37. If someone of the opposite sex touches me in a friendly manner, I feel _____.

1	2	3	4	5	6	7	8	9
happy and excited								scared and nervous

38. When someone attractive talks to me, I usually _____.

1	2	3	4	5	6	7	8	9
look at them								look away from them

39. If I have to talk to a relatively unfamiliar man/woman concerning a school assignment or some work related matter, I feel _____.

1	2	3	4	5	6	7	8	9
very relaxed								very nervous

40. If a friend introduces me to an attractive person, I think that person _____.

1	2	3	4	5	6	7	8	9
is interested in me								is just doing my friend a favor by talking to me

41. When I am around someone I find attractive it is usually the case that I _____.

1	2	3	4	5	6	7	8	9
eat normally								lose my appetite

42. At a party, I typically _____ attractive people I'd like to get to know.

1	2	3	4	5	6	7	8	9
introduce myself to								admire from a distance

43. I am usually _____ at determining whether or not someone is attracted to me.

1	2	3	4	5	6	7	8	9
very good								very bad

44. In a group of people, if there is someone attractive I'd like to get acquainted with, I will _____.

1	2	3	4	5	6	7	8	9
look in their direction and smile when they see me							look away and appear disinterested when they see me	

45. If I were working on a project with someone I'd like to become better acquainted with, I would _____.

1	2	3	4	5	6	7	8	9
suggest to him that we get together socially							keep quiet and hope he takes an interest in me	

46. At a party or social gathering I find I _____ attractive men I'd like to get to know.

1	2	3	4	5	6	7	8	9
have plenty to talk about with							have nothing to say to	

37. When I talk to someone of the opposite sex, I _____.

1 2 3 4 5 6 7 8 9
talk smoothly — stutter and trip over my words

38. If I pick up the telephone to call someone I'm attracted to, I feel _____.

1 2 3 4 5 6 7 8 9
calm — nervous

39. When I ask someone for a date, I feel _____.

1 2 3 4 5 6 7 8 9
very calm — very jittery

40. When I'm talking to someone of the opposite sex, it is _____ for me to touch them on the arm or hand.

1 2 3 4 5 6 7 8 9
very easy — very difficult

41. If I want to let someone know I'm interested in them, I _____.

1 2 3 4 5 6 7 8 9
let them know myself — have a friend let them know

42. If I go out with friends and they invite someone to be my date, I will spend much more time talking to _____.

1 2 3 4 5 6 7 8 9
my date — my friends

43. If someone asks me to dance, I think that I'll look _____.

1 2 3 4 5 6 7 8 9
great — stupid

44. When I call someone for a date, I usually end the conversation _____ asking the person out.

1	2	3	4	5	6	7	8	9
after								before

45. When there is an empty seat next to someone attractive on the bus, in class, etc., I usually sit _____.

1	2	3	4	5	6	7	8	9
there								somewhere else

46. If I have to talk to a supervisor or professor of the opposite sex, especially if they are attractive, it is _____ for me to maintain eye contact.

1	2	3	4	5	6	7	8	9
very easy								very difficult